Pedagogical strategies for using videoconferencing

Perfecting the Blend Conference 2013

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Pedagogical Strategies for Using Videoconferencing (VC)

I. Content & context
II. Preparation for VC
III. Technical skills
IV. Delivery
V. Review after VC
I. Content & Context for VC

A myriad of uses in education
1. Cultural Exchanges

Clayton North Primary School’s VC with Busan Daechung Primary School in Korea

Ringwood North Primary School and Anyang Shingi Primary School in Korea
2. Language Exchanges with Asia

Drouin Secondary College and Shinwa High School in Japan
3. Virtual Excursions (VE)
Locating a virtual excursion for your classroom

http://www.virtualexcursionsaustralia.com.au
http://projects.twice.cc/

• Great Barrier Reef VE
• Sydney Opera House VE
• Questacon Science Centre VE
• NASA Space Centre VE
• Australian Museum VE
• Museum of Contemporary Art VE
4. Expert’s Lecture

Hans Schlegel Astronaut

Hans Schlegel Astronaut 7 Oct
5. International Concerts via VC

• Think global and dream big
• Use the Music setting on your Polycom unit
• Locate partners schools & promote the event on CAPSPACE
• Dial in to the concert using MSLYNC in Victoria
• Book a virtual room on the DEECD Bridge

• Participating schools 2013:
  ➢ Anyang Shingi Primary School, South Korea
  ➢ Hakha Primary School, South Korea
  ➢ Lloyd George Elementary School, BC, Canada
  ➢ The Study, Quebec, Canada
  ➢ East Syracuse-Minoa, CSD, NY
  ➢ Prattsburg, CSD, NY
  ➢ Tooborac Primary School, VIC, Australia
  ➢ Ballarat High School, VIC, Australia
6. Visual Arts project (MSLYNC)

Canadian Lead PS connected with Yuxiang Primary School 育翔小学 in China
7. Virtual delivery of lessons
8. Professional Learning
II. Preparation for VC

Pedagogical strategies in Preparing your own video conference
1. Training & preparation

**Initial Fears:** Lack of direct interaction & perhaps the sheer size of the audience?

**Keys to Success**

- An **enthusiastic** approach, a **well planned** session, **interactive** teaching
- **Clear communication** with the intended audiences prior to the event

**Considerations:**

- How to keep the audiences on the distant sites engaged and how to encourage interaction and balance?
- **Teaching materials may need to be modified?** (Portals, podcasts, handouts)
2. Prepare with precision

• Introduction – establish objects and expectations for the session

• Include ways of encouraging interaction early in the session and balance this throughout:
  • Q&A
  • Activity (singing, demonstrating)
  • Quiz game
  • Questions applying information to different contexts

• Send handouts / materials beforehand

• Finish on time – plan to include final statements and end on a high
  • Waving goodbye in respective languages
  • Indications of a highlight for the next linkup
  • Displaying an engaging image, video clip
  • P/P of still images of the previous link
  • Rostered student concludes the session
Activity – Engaging the audience 1

Comment on:

- Presentation of adults
- Room configuration
- Camera position
- What is happening in these shots?
Activity – Engaging the audience 2

The camera has been swung around to show the room.

Comment on:

• Why?
• What impact might that have on the audience?
Activity – Engaging the audience 3

Comment on:
Presentation of the adults?
Backdrop & visuals?
Tone being set?
3. Interactivity is a key

• Take time to consider how to make the teaching interactive
• Plan and encourage dialogue between yourself and the students but also between the students at each site
• Let people know ahead of time what to expect and what you need
  • Technicians (virtual rooms, recording of session, participants outside of education network)
  • Teachers & students (Room configuration, pre-sets, monitors, group leaders)

Oakley South PS and Higurash Primary School in Tokyo: Oakley South students singing the song ‘Head and Shoulders’ in Japanese.
4. Carefully consider materials

• Talking heads can become monotonous
  • Use graphics, visual stimuli
  • Pre-sets to vary the presenter’s stage

• Consider students seated away from the VC Unit
  • Power point design: 8 lines maximum
  • Text/background colours on the PP
  • Supplementary handouts including finely detailed diagrams to distributed locally
5. Training for students & facilitators

- An introductory session can be useful
- Opportunities to meet and interact informally? Blogs, portals, Facebook, virtual room
- A short written guide? Protocol discussions?
- Establish clearly each session – learning objectives
- Teacher’s/Coordinator’s guidance facilitates active participation/listening/discussion during Expert lectures
6. Students as Presenters

- Designated site facilitators at each end (rotational). Their roles:
  - Channel comments, questions and answers
  - Encourage responses and interactions from other students
  - Organisational – distribution of materials
  - Reporting on sound issues etc.
  - Presenting answers on behalf of group (removes fear of wrong answers)
  - Communicating to the facilitator BEFORE the VC day.
7. Case Study example: Class-to-Class VC: Asia ConneXions

1) VC test before VC Meetings: ICT technical support needed.

2) Asia ConneXion VC sessions occur: 2 - 3 times per Term → 10 times per year on average.

3) How long for each Asia ConneXion VC session: 40mins.

5) Topics: Cultural topics for Social Studies VC & Asian Language exchanges

6) Students may need to practice voice projection

7) Use of PPT slides to enhance communication using visual images and key words/phrases/sentences.

8) E-pals to encourage students to develop friendships outside the class room.
III. Technical Skills

It’s not rocket science...
1. Utilize many techniques to deliver high-quality teaching.

• You are used to seeing and reacting to learners in front of you only
• Modify materials so they are clearly visible at remote sites
• Wear clothes of a single colour
• Consider your backdrop
2. Know how to use the equipment

• Pre sets, mic muting, toggling between content & presenter
• Be familiar with your system and bridge capabilities.

  VC tests:
  1) VIC DEECD test IP:
     203.113.221.202##841110 (24/7 available)
  2) AARNET VMR to connect with Asia:
     202.158.195.138 → Conference ID, 2688
     OR 202.158.195.138##2688 (Polycom)

• Link up early to be sure it is all working: VC tests before meetings

MSLYNC (Every Victorian teacher & those with free LYNC Attendee installed

Have a play with someone who is familiar

Try:
• Recording
• Using the whiteboard
• Sharing software & powerpoints
• Planning using Outlook calendar
• Setting up a voting poll
• Inviting a few people in
• Using a USB HD camera pointed at your class
3. How to get technical support – Polycom

• Have mobile numbers handy for the other end points
• Which tel# to call to get technical support from the VIC DEECD

VIC DEECD technical support for VC
Tel: 03) 9651-4707  Mobile: 0430-569-236
Jason Hu: hu.jason@edumail.vic.gov.au

MSLYNC
Log a service call with the Edumail Help Desk
4. Microphones

• Video and audio are both critical; audio is extremely important to understanding ideas.
• MUTE when you first arrive in the virtual room, ask others to MUTE.
• Where is your microphone? Close to the TV monitor, or on the ceiling?
• What do you do if your voice is not clear to the other end?
  → Option to use an extra microphone – wireless is better.
• 1-2 second/s time delay in VC  Can sing with presenter but better one after another!

Carranballac P9 Community College’s VC with Korea: Korea is using an additional microphone.
5. Camera pre-sets

Same room ... different views @ the touch of a button

Check my batteries!
6. Camera pre-sets- Polycom

- Pre-set your camera for a variety of shots – avoids fiddling during linkup
- What range do your cameras and microphones have?
- Work with the receiving end to ensure their pre-sets work before the linkup
- If you have two cameras – front, back – make sure you use the right camera for different situations. Make sure to go back to the front camera so that the other side is not looking at the back of your students

Problems
- Cannot see the kids at the back
- They probably cannot see the monitor well
- No chance for individuals or groups to ‘star’ on screen
- Boring view for a long period
- May be unavoidable with some Asian classrooms
7. MSLYNC – Camera ideas

You can just use the built in one in your laptop

You can get a relatively cheap HD USB camera with a zoom, microphone and a remote control for around $200
8. Powerpoint slides

• Most VC equipment and MSLYNC is capable of sharing PPT slides/ projecting your laptop screen

• How do you share PPT slides during videoconferencing?
  ➢ Use your remote controller
    ➢ Content button or Presentation Mode
    ➢ Toggle back to full screen for students and presenters.

• What if your school’s VC equipment cannot share PPT slides?
  ➢ Exchange PPT slides in advance ....‘Slide 1 please.’

Carranballac Pg
Community
College connected
with Busan
Jungang MS in
Korea
9. Eye contact

- Make sure to make eye contact with your VC partner.
- Where is the VC camera? Usually at the top of the TV monitor of VC equipment.
- Challenge: Avoid the temptation of looking at the monitor when talking.
- Make sure that your students are facing the camera in front of them.
- Make sure that the VC camera is in front of you, not at your left or right side.

Mathew Flinders Girls SC doing VC with YCH Wong Wha San SS in Hong Kong China
10. Book the physical and virtual rooms

• Book in advance to ensure virtual classrooms and equipment are available.
  Q: Where is the VC equipment in your school?
    Library, Language classroom?
  Q: Where could it be located?

• Using MSLYNC? Just send out your Meeting invite by email in advance using Outlook Calendar & use an electronic whiteboard and laptop

Blemont Secondary School doing VC with Sekolah Eka Wijaya in Indonesia
11. Display options that you control

These options are available on the local HDX - it's a layout feature on the HDX unit... Local layout options for point to point calls only.

During calls using Dual Monitor Emulation without content, you can press the Display button on the remote control to scroll through the following screen layouts:

1. Near and far sites, same size, side by side
2. Far site big, near site small
3. Near site big, far site small
4. Near site full screen
5. Far site full screen
12. Display options on request

Bridge (virtual room) sessions only

Option 1: Multiparty
All participants see each other on their local display, as follows for a four way video call:

Option 2: Lecture mode
Lecture Mode - The videoconference bridge is configured differently and needs to be setup prior to the conference by the administrator.

At each remote site they only see the image from the nominated ‘lecture site’ or school – this case the Polycom unit at ‘Appin Park VC 1’ is the nominated lecture:

Option 3
Then at the nominated ‘Lecture site’ (or school) they see all of the sites participating in the video call
13. Display using MSLYNC

- In multi party calls the person talking takes precedence
- Be sure to toggle your microphone on and off depending on which end is talking

Case Study One: Language Provision & Coaching

Peta Ikeda @ Trawalla PS.
8 Primary schools who wanted Japanese but couldn’t staff a program
- Shared salary costs
- Shared collaboration

- Coaching/modelling teachers new to delivery
- Pyrenees cluster - Kate
IV. Delivery
1. Deliver clearly
• Ensure the camera is focussed on the presenter – with a few pre-sets
• You will have 2 basic channels – you and your presentation materials/electronic whiteboard (or with MSLYNCS also your chat window – questions during the lecture)
• Speak clearly
• A dummy run for some lessons? A critical friend?
• Eye contact (a balloon!)
2. Build links with the audience

Before your video conference starts contact facilitators for lists of names

- Table configurations and names of students in Group 1, 2, 3
  Pre-sets to the group configurations

Check you can be heard at the beginning of the lesson.

Interact with the distant site first using an icebreaker – establish rapport and involvement to maximise contribution later.

They are harder to engage than those in front of you

Great Barrier Reef Aquarium Director, Fred Nucifora leading the Reef Virtual Excursion with Korean schools.
Building links with the audience
3. Interactions

- Show of hands
- Speaking to the person next to you
- Stand up if you agree
- Use names where possible
- Small teams – nominate a spokesperson
- Different tasks set at each site and feedback shared
- Group work across the sites – proximity of mobile VC unit & nominated group
- Simultaneous use of MSLYNC or Meet Now type chat software

Three schools (1 AUS, 2 KOR) doing “Scissors, Rock, Paper” to decide which team is going to start first in the Korean traditional game, Yut-no-ri.
4. Enthusiastic approach

- Enthusiastic approach by teachers or presenters is essential.

Maryborough Education Centre and Sekolah Eka Wijaya in Indonesia doing language exchange
5. Plan B

- MSLYN is a wonderful option
- Copies of lesson plans – facilitators can use in emergencies
- Copies of P/P slides sent for a PLAN B
- Student facilitators activated
- Mobile numbers for emergency communications
6. Leader’s role

Needs to actively facilitate at the receiving end
- Nominating students to respond to questions
- Communicating to the presenter when necessary
- Stimulating discussion and activity when a task is set during the conference
- Setting up the room as requested
- Toggling between content when sharing
- Organising the pre-sets or **nominating a student to do some of these roles**
V. Review after VC
1. Evaluating and reviewing teaching and performance

• Gather feedback
• Provide time for questions and comments

• Ongoing ... comments sought at natural pauses (built-in to planning)
• Questionnaires after the session?
• Ideas from the students
2. Collect teaching resources through VC

Consider:

• Is this a special session that should be recorded? Need to contact ITD for Polycom. With MSLYNCC straight onto your PC or laptop.
• How the recording could potentially be used? Shared?
• Keeping authentic PPT slides that Asian students made
• Australian student produced brilliant resources about Asian cultures
• What might these be used for and where would they be located?
• Do you need permission forms?
3. Build Professional relationships with the other party

Harrison School students sang the song, Head Shoulders Knee, in Japanese, while the Japanese students sang Waltzing Matilda in response.