

## ITV INSTRUCTOR HANDBOOK

This ITV instructor handbook is designed to aid instructors new to teaching via interactive television. The ITV technology provides our college with an electronic delivery system to extend and share courses among its six regional campuses as well as to high schools and other educational institutions throughout the state and nation.

The purpose of this handbook is to provide information and resources to ITV instructors to:

- Develop a working understanding of ITV delivery technology and to recognize that the ITV delivery system is extensively used by NTC.
- Build a comfort and skill level in operating the ITV teaching station equipment.
- Understand the role of the ITV support team – technicians, facilitators, and control room operators.
- Stimulate faculty to reflect on how their personal teaching style will need to be adapted for ITV.
- Discover strategies for engaging students in interaction and humanizing the ITV learning environment.
- Develop presentation skills and tools for ITV delivery.

The first step is to complete the ITV Pre-Assessment Questionnaire and then study the specific topics that will help you have a successful experience teaching your ITV course(s).

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## ITV Training Pre-Assessment Questionnaire

Please take the following pre-assessment questionnaire before reviewing the materials in this handbook.

**Directions:** Read each question and check the appropriate response.

**1. I am aware of those faculty members and support staff whom I can contact if I have questions regarding ITV issues.**

- ☐ I know several                      ☐ I may know one person                      ☐ I don't know any

**2. I am familiar with the ITV classroom teaching station.**

- ☐ Quite familiar                      ☐ A little familiar                      ☐ Not familiar

**3. I know how to access and am familiar with the resources available for ITV instructors.**

- ☐ Very familiar                      ☐ Somewhat familiar                      ☐ Not familiar

**4. I am familiar with the multimedia tools in an ITV classroom.**

- ☐ Very familiar                      ☐ Somewhat familiar                      ☐ Not familiar

**5. I am competent and comfortable using the multimedia tools in an ITV classroom.**

- ☐ Quite comfortable                      ☐ Somewhat comfortable                      ☐ Not comfortable

**6. I plan to (or will) incorporate a variety of presentation methods in my classes in order to meet the needs of students with a variety of learning styles.**

- ☐ I will                      ☐ I might                      ☐ Probably not

**7. I have attended (or accessed the materials online or in handout form) at least one workshop helpful to teaching in an ITV classroom.**

- ☐ Yes, several                      ☐ At least one                      ☐ None

**8. I have had an adequate amount of practice time "teaching" on the ITV system.**

- ☐ Quite a bit                      ☐ Some                      ☐ None

**9. I know whom to contact if I have questions on copyright, audiovisual difficulties in the ITV classroom, or complications at the remote classrooms.**

- ☐ Yes                      ☐ Not sure                      ☐ No

**10. I feel prepared to teach a full semester class on the ITV system.**

- ☐ Well prepared                      ☐ Somewhat                      ☐ Not prepared

**11. I have had an opportunity to observe an ITV class in session.**

- ☐ Yes                      ☐ Part of one                      ☐ No

## **INTRODUCTION TO ITV**

### **What is ITV?**

ITV stands for "Interactive Television." The teacher and students are located in one classroom with additional students located at one, two, three, or more sites connected by video and audio. Through the classroom cameras, the instructor can see and hear the students at remote sites and the students can see and hear the instructor and the students at all the other sites. Instructor and students communicate using a microphone.

ITV is one type of distance education in use by NTC. Interactive television courses, or ITV courses, offer students at NTC's regional campuses and other sites throughout the state the opportunity to take a class together without having to meet in one place. Courses and instructors are the same as those in traditional classrooms. Instructors at NTC receive special training on how to use the ITV technology to ensure all the students receive the same high-quality instruction.

### **What courses, programs, and certificates are available?**

This system offers students at our regional campuses the opportunity to take classes and work toward degrees and certificates. The college's course schedule identifies which courses are available using ITV. Several NTC programs use ITV to deliver a major portion of their programs including Accounting, Accounting Assistant, Health Care Business Services, Nursing, Administrative Assistant, Medical Coding Specialist, Early Childhood Education, Supervisory Management, Business-to-Business Marketing, Pharmacy Technician, Diagnostic Medical Sonography, Criminal Justice and Law Enforcement, Psychology technical certificate, and Medical Transcription certificate.

### **Why have ITV?**

ITV classes offer increased access to NTC classes, improving the opportunity for people to get the education they need and helping students who are unable to travel to the main campus for their courses.

### **How does ITV compare to traditional classes?**

The courses and instructors are similar to the traditionally delivered classes. The only difference is that some students are connected with the instructor via a live interactive television system. We provide training to the faculty in the use of the ITV technology to ensure that the quality of instruction meets our rigorous standards.

### **Where does the interactive television system connect?**

NTC belongs to different ITV networks, allowing us to connect our main Wausau campus with our campuses in Antigo, Medford, Phillips, Spencer, and Wittenberg as well as the fifteen other technical colleges in Wisconsin. We can also connect with 16 high schools in the NTC district. The ITV networks are part of the statewide BadgerNet system using digital technology over special high-speed/high-capacity phone/data lines. NTC has three ITV classrooms that are connected to the BadgerNet system.

## **DISTANCE LEARNING**

### **Is Distance Learning Effective?**

Many educators ask if distant students learn as much as students receiving traditional face-to-face instruction. Research comparing distance education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction, when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and there is timely teacher-to-student feedback. These interactions are the keys to effective distance education.

Without exception, effective distance education programs begin with careful planning and a focused understanding of course requirements and student needs. Appropriate technology can only be selected once these elements are understood in detail. There is no mystery to the way effective distance education programs develop. They do not happen spontaneously; they evolve through the hard work and dedicated efforts of many individuals and organizations. In fact, successful distance education programs rely on the consistent and integrated efforts of students and faculty, facilitators, support staff, and administrators.

### **The Key Players in Distance Learning**

The following briefly describes the roles of these key players in the distance education enterprise and the challenges they face.

#### **Students**

When instruction is delivered at a distance, additional challenges result because students are often separated from others sharing their backgrounds and interests, have few if any opportunities to interact with teachers outside of class, and must rely on technical linkages to bridge the gap separating class participants.

#### **Faculty**

The success of any distance education effort rests squarely on the shoulders of the faculty. Special challenges confront those teaching at a distance. For example, the instructor must:

- Develop an understanding of the characteristics and needs of distant students with little first-hand experience and limited, if any, face-to-face contact.
- Adapt teaching styles, taking into consideration the needs and expectations of multiple, often diverse, audiences.
- Develop a working understanding of delivery technology, while remaining focused on their teaching role.
- Function effectively as a skilled facilitator as well as content provider.

#### **Support staff**

Support services include student registration, materials duplication and distribution, textbook ordering, facilities scheduling, and courier service for delivery of instructional materials to the regional campuses.

There is an ITV technician assigned to support your ITV class. The technician's mission is to provide as much technical support as you need in order to make your ITV class session as successful as possible.

At each of the remote classrooms, support staff serve as ITV facilitators. Their role is to distribute and collect instructional materials, serve as a liaison between the student and the instructor, and provide technical assistance when needed.

## **Student Attitudes Toward Distance Learning**

One of the important issues in distance learning is understanding how students react to a distance learning class where members are physically separated by geographic location. Attitude toward distance learning is an important factor in eventual academic success. Research data on student attitudes toward distance learning can be grouped into four categories: attitude toward the technology, attitude toward distance education teaching methods, attitude toward student and teacher interaction, and attitude toward being a remote student.

Data indicate that student attitudes toward technology often evolve as student familiarity with the technology increases. Students new to a particular technology may initially exhibit some concern about the role of technology in the learning experience. If this occurs, these students typically demonstrate a reluctance to actively participate in the distance classroom. However, a series of studies has shown that familiarity with technology over time erodes anxious feelings. Alternatively, another source of difficulty linked to technology has surfaced in some student comments about frustration resulting from equipment design or function problems, such as poor sound or an inability to see or speak with the instructor. For this reason, it is important for distance educators to comprehensively plan an effective learning system for remote locations from an instructional design as well as a technology design perspective. On balance, several studies have revealed no significant negativity in student attitudes about the use of technology in teaching and learning.

Student attitudes toward distance learning are frequently affected by the teaching methods used. Research has suggested that teachers who know how to make the most of the available technology are judged as more successful than those who approach technology as an add-on to a traditional class. Students prefer some teaching strategies to others in a distance learning environment. They prefer engaging in small group discussion or interactive question and answer to viewing lectures. When instructors are not well-trained in the use of technology, they may spend time adjusting equipment at the expense of teaching the class, as was the case in one study of distant student attitudes.

Student-teacher interaction also plays an important role in student attitudes about distance learning. Studies have shown that student attitudes toward distance education can be significantly affected by facilitating some degree of interaction among students and teachers. For example, at least one visit by the teacher to distant sites has positively affected distance learners' attitudes. Instructors can also facilitate interaction through regular individual contact with students via telephone or electronic mail.

Finally, student attitudes about being distance learners affect their outlook about distance education in general. Studies have also demonstrated that students believe that they learn as much—if not more—via two-way television as they do in a traditionally delivered course. It is important to note that those who have taken distance courses have generally responded positively to the experiences and would recommend it to other students.

Student attitudes about distance learning are frequently linked to components of the distance education experience, rather than generalized about distance learning in total. The use of a variety of teaching methods with a de-emphasis on lecture delivery is preferred by distance learning students. Positive student predisposition to being a remote learner contributes to learning enthusiasm. Attention to teacher-student interaction is important, since distance learners exhibit a strong bias toward personal contact with the instructor. Students who are initially anxious about using technology for learning usually become increasingly comfortable as their exposure to it increases. Thus, ITV instructors should examine the range of factors influencing student attitudes when planning an ITV course.



## ITV CLASSROOM AND TEACHING STATION

It is important to feel comfortable with the ITV classroom and teaching station, so take time to experiment and practice with the ITV system before you teach. Before you know it, it will be second nature to operate. The goal is for the system to appear as transparent as possible so you and the student can focus on learning.

For ITV instructor training, contact Brian Weber, Instructional Technology Technician, Ext. 1107, [weber@ntc.edu](mailto:weber@ntc.edu) or Janet Sann Instructional Technology Technician, Ext. 1110, [sann@ntc.edu](mailto:sann@ntc.edu).

### ITV Technology

NTC supports two ITV system platforms. It has its own IP (.323) WAN that connects to all its regional campuses. The Wausau, Antigo, Medford, Phillips, and Wittenberg campuses each have six IP/ITV classrooms and Spencer has five IP/ITV classrooms.

All the Wausau IP/ITV classrooms are equipped with teaching stations to originate ITV classes. Each of the regional campuses has at least classroom equipped with a teaching station. The other regional campus IP/ITV classrooms are equipped with a student camera, student microphones, a document camera, and a VCR as a receive site only.

NTC also has three ITV classrooms at its Wausau campus that are part of the Wisconsin BadgerNet system. This system facilitates NTC sharing courses and programs with other Wisconsin technical colleges, UWs, and K-12s.

Scheduling staff schedules the ITV systems (Vickie Bartelt, Ext. 1036, [Bartelt@ntc.edu](mailto:Bartelt@ntc.edu) or Loretta Stanton, Ext. 1049, [Stanton@ntc.edu](mailto:Stanton@ntc.edu)).

### ITV Classroom Equipment

See **Appendix A** (page 37), Directions for ITV Origination Classrooms Using the Crestron Controls, **Appendix B** (page 48), Directions for ITV Receive Classrooms Using Crestron Controls, and **Appendix C** (page 58), Directions for ITV Classrooms Using AMX Controls.

Microphones: The instructor has a microphone at the teaching station that is live (turned on) all the time. Instructor microphones in the HSC are able to be muted by the instructor (push to mute feature). Students have a tabletop microphone that is shared with two students. The student microphones are push to talk. The student microphones are not left on as this creates audio feedback and background noise when there are multiple sites connected. The preferred practice is for the student who wishes to speak to push the microphone button and hold it down while they speak. They should identify themselves and then speak. (Example: This is Joe Brown at the Antigo campus.) These microphones should be considered “live” whenever anyone enters the room. Conversations that one would not desire to be broadcast to other sites should be left outside the ITV classroom.

Cameras: There are two cameras in the origination classrooms. The instructor camera should be adjusted for the instructor’s height, and the instructor shot should be zoomed close enough to provide the students a good view. The student camera is usually focused on the entire classroom but can be adjusted according to the size of the class.

Computer: Each ITV teaching station has a computer that is connected to the NTC network. Faculty can login and access their network drives for their stored documents. Each computer has a CD/DVD player, sound card with speakers, Microsoft Office, and Internet Explorer (IE).

Document camera: Each ITV teaching station has a document camera for displaying visuals, print documents, or other items.

VCR: Each ITV classroom is equipped with a VCR for playing videotapes.

Laptop student computers: Some of the Wausau campus classrooms have student computer workstations available. Each of the regional campuses also has student laptops that can be set up for students. If you need student computer workstations for your ITV class, schedule/reserve them through PC Support (Help Desk) and the Scheduling staff (Vickie Bartelt, Ext. 1036, [Bartelt@ntc.edu](mailto:Bartelt@ntc.edu) or Loretta Stanton, Ext. 1049, [Stanton@ntc.edu](mailto:Stanton@ntc.edu)).

## **ITV PRESENTATION SKILLS**

### **Show Interest in All Participants**

Since ITV students are spread across distances, instructors must make a point of communicating with remote students by name and/or location. Most people feel awkward talking to a TV monitor and will likely lapse into passivity if not specifically addressed. Double your usual wait time after asking a question or soliciting comments. Bring students into each interaction by repeating every question or comment a student makes, ensuring that the other sites can hear.

### **Dress Appropriately**

Wear solid-colored clothing rather than bold, complex patterns. Stripes or busy patterns will cause the camera's focus to oscillate and destroy picture clarity. Also, wear dark or neutral colors. Avoid dangling and sparkling jewelry.

Natural makeup colors will be accented by the camera. Glasses may reflect in the lights--be careful your eyes are seen. Keep in mind photo gray eyeglasses become dark in the lights. You may want to consider non-glare lenses in your eyeglasses.

### **Move and Gesture Slowly and Smoothly**

Move and gesture normally, but avoid swaying, rocking, or pacing. If you like to walk around, go ahead, but make sure you know the parameters of the camera range.

### **Maintain Enthusiasm Toward the Technology and the Subject Matter**

ITV students will find it difficult to pay attention if the subject is not presented in an interesting way or if the teacher is tense or bored. Make the session as interactive as possible.

### **Speak in a Strong, Clear Voice**

Take advantage of the system to communicate naturally, using tone inflection and body language.

### **Use Audiovisual Aids**

As in any instructional setting, effective use of audiovisual aids can greatly enhance distance learning. You can use images, objects, and audio or video clips as much as you would in a normal class with a few caveats to guide you. Refer to the ITV visuals for specific tips for using graphics.

## ITV VISUALS

Television is a powerful visual medium and, if used appropriately, can be very effective in helping your students see what you mean. Visuals can be designed to enhance your presentations. Take advantage of the fact that television is primarily a visual medium and plan for ways to visualize your ideas. Since all students in the receiving classrooms have the lesson coming to them on a television screen, it becomes essential that the images are clear, appropriate, and to the point, with little or no distracting superfluous information.

When choosing a visual, assess the specific needs of the course and select the most appropriate and effective media that work well with the use of the television camera. The television can give everyone a front-row seat if the monitors are placed correctly in the classroom.

### Screen's Aspect Ratios

Pay attention to the television screen's aspect ratio. A TV monitor has a different shape than 8 1/2" x 11" paper or overhead transparencies, so make sure printed visuals fit within a Standard Definition television (SDTV) ratio. It has a screen format three units high and four wide. If using 8 1/2" x 11" paper turn sideways or print using "landscape" reference. This will become even more important as the switch to High Definition Television (HDTV) ratio TVs are installed. They are nine units high for every 16 units wide

### Displaying Text

It is very important to balance the amount of words on a single graphic. Limit the number of words to **20-25 words**. Remember the **rule of 7**: no more than 7 lines or 7 words per line. Leave lots of white space on the graphic. Use bulleted, concise statements where possible. If possible, provide a paper **outline** or student guide of your lecture to your students to assist in taking notes during class. Keep it **simple**.

### Font Size

Use large, bold text for instructional overheads. Remote viewers will thank you if they do not have to squint to see text. At least 24-point font is good, but **36-point font** is better. They will also appreciate simple fonts and concise, bulleted information. Be sure to leave lots of white space on your page.

### Font Style

Use a simplistic font style such as **Arial** or **Tahoma**. Limit the number of different font styles to no more than three per page. Avoid all capital letters. Use bolding to highlight key points.

### Colors

Use colors in the **middle of the color spectrum**. The next time television news is on, pay attention to the colors chosen for graphics. You will not see a lot of black on white, because it just does not look good on a screen. Yellow on blue is common, however, because it presents a clear, readable image. For most people, color printing is not feasible, so black print on pastel paper should be adequate. For on-the-fly writing, use a bold color ink pen on pastel paper.

## PowerPoint Slides

If you are using a PowerPoint presentation, the colors yellow text on a royal blue background are very effective. Avoid complicated designs and backgrounds. Follow font and design principles above. Avoid presenting slides too long in class. Switch often between the slides and instructor view to allow connection and interaction with remote students. Also, it is highly recommended that you do a test run of your presentation in the ITV classroom prior to your class. You will find that certain PowerPoint templates will look better than others on the TV monitors. Provide students with a copy of your PowerPoint presentation for their note-taking.

## Viewing Time

Allow time for viewing graphics. Display text material (i.e., chart or list) long enough for a slow reader to read. Non-text material often requires less time (3-4 seconds).

## Photographs or Slides

Photographs can be used in a matte finish, but fine detail will be lost or blurred in the image transfer. Color slides can be used with an overhead camera on a light board or by being projected from another camera focused on a rear projection screen. All students should view the photo/slide on the television screen. Remember, all classrooms need to be treated equally. Another alternative would be to furnish each classroom with a print of the photo to be examined as a classroom model.

The ratio of a 35 mm film slide is different from that of a television, so pay special attention that the information you want presented conforms to the 3 x 4 aspect ratio of the television screen. The slides should be in a **horizontal** format. Vertical slides are cropped drastically at the top or the bottom.

## Newspaper, Periodical Articles, or Book Excerpts

These can be used to illustrate or punctuate a topic or to help students focus their attention. They can be utilized on camera through a technique called electronic capture of graphics. Your students will only be able to read the headlines in **BOLD** print. Remember, the television screen has a 3 x 4 visual ratio and you will need to adjust the overhead camera lens.

## Models or Demonstrations

Depending on the size and location of the model you plan to use, either the overhead camera or another classroom camera can be used. It is important that you work with the technicians in setting up the cameras before class time to make the presentation organized. If the model is large and not easily transported to the studio classroom or you would like to demonstrate the use of a piece of equipment, a preplanned video clip could be produced and used as a video roll-in for your presentation.

## Writing Pad

Use a pad of paper, a broad felt-tipped pen, and the overhead camera as you would use the chalkboard or overhead projector. Practice printing to familiarize yourself with how much and how large you need to print.

## Videotapes and DVDs

Videotapes and DVDs can be used if the producer has granted copyright permission (see copyright). All ITV teaching stations include a VHS and DVD player, which the instructor controls. It is highly recommended that instructors practice playing a videotape or DVD for the first time to make sure they are not “protected” by macro vision. If you are not planning to show the entire tape, it is important to have it cued to the portion you want to share with your students.

## Copyright

Copyrighted material such as text pages, magazine and journal articles, recorded music, films, slide and filmstrip sets, and videotaped programs has copyright protection. Many such items have different rights and restrictions for broadcast and sometimes broadband reproduction than for in-class, face-to-face teaching. Educational fair use allows most of the above media to be used in whole or in part in a face-to-face educational setting. It is recommended that you obtain written permission from the copyright holder for **ALL** copyrighted material that you want to transmit by electronic means, as the fair use guidelines in the area of television are not clearly delineated. However, it has been the experience of many educational institutions that most copyright holders will grant permission to use their material for narrowcasting as long as it is used as support for instruction.

It is suggested that when your institution is purchasing new material that you request permission to use it in your electronic classroom. That permission may help decide whether or not your educational institution may want to invest in the purchase of the instructional material. NTC's library staff can assist you in obtaining copyright permission. Much of NTC's videotape collection already has copyright permission for ITV.

NTC's copyright policy is available at [http://www.ntc.edu/pdf/lib\\_copyright\\_policy.pdf](http://www.ntc.edu/pdf/lib_copyright_policy.pdf).

An excellent online source on copyright is the Campus Guide to Copyright Compliance at <http://www.copyrightoncampus.com>. This guide provides information on copyright topics such as:

- ❑ Fair use
- ❑ TEACH Act
- ❑ Copyright Compliance
- ❑ Digital Millennium Copyright Act (DMCA)

## ITV INSTRUCTOR TEACHING TIPS

- Be well organized for your ITV classes. Allow the necessary turnaround time to ensure that your handouts and other materials are at the "remote" sites when you need them.
- Relax. Act naturally and remain flexible. The system does not restrict your ability to teach; it simply reinforces and reemphasizes what you already know to be effective in the classroom.
- Use videotaping as a means of self-evaluation, for review sessions, one-of-a-kind demonstrations or guest speakers, and as makeup for those students with absences due to extenuating circumstances.
- Try to visit or originate from all distant sites early in the semester. There appears to be more cohesiveness among the students if they can meet face-to-face with their instructor early on in the interactive experience. The instructor thus becomes an actual person, and not simply a "talking head."
- Be creative. Explore the possibilities of team teaching, the utilization of guest ("remote") instructors, discussion sessions, etc.
- Don't hesitate to experiment with new ideas or teaching methods over the system. If you don't try it--you'll never know.
- Plan well for each class session and try to teach to the objectives that you have previously identified.
- Restate comments or questions from students if you believe that other students (or classes) may not have heard them clearly.
- Try to pace the amount of "camera switching." Only do so when necessary, since erratic switching may become distracting.
- Try to address your presentation to all sites. Avoid speaking only to the "origination site" students.
- Obtain as much feedback from the students as possible.
- Periodically observe the outlying monitors built into your classroom. It is your eye contact that the remote students are seeing.
- Arrange your classroom (within the obvious camera limitations) to best fit your personal teaching style and methods.
- Teaching comes first! Don't hesitate to ask for technical assistance. Technology can never replicate what you do in the classroom. Do not be afraid to ask for technical help. A technician is available to you at all times.

- Practice using the overhead camera for illustrations, diagrams, personal texts, etc. When writing on paper for overhead camera viewing, use medium-point marking pens. Always use pastel shades of paper, not white under the document camera. We have found light blue paper is the most pleasing to the eye.
- When using the overhead camera, keep all written materials concise and in large, bold letters.
- Brief the students on the “dos and don'ts” regarding the classroom equipment on the first day of class. Make clear the procedures for dealing with any technical problems that may arise.
- Be enthusiastic in your delivery. Your personality will transcend the medium!
- Spell out your expectations clearly. Avoid surprising your students regarding their responsibilities.
- Encourage active participation! Lecture is a viable tool, but don't allow the students to passively "survive" your efforts. Conduct your classes with interaction in mind.
- Use frequent illustrations and applications. Their value is immeasurable!
- Think about holding "office hours" over the system. These may take the form of special "help sessions" if the need exists.
- Provide some means to establish quick, genuine, positive reinforcement to students within the first few class periods.
- Emphasize your willingness to provide individual help with course content. Development of trust in the instructor can act to buffer the impersonal effects of the technology.
- Establish a procedure for making up assignments should students or the instructor miss a class.
- Invite students to ask questions freely. When answering a question, you may ask a student to repeat the answer in his/her own words to be sure that your answer was understood.
- Create opportunities for student leaders to emerge from the class. Use these leaders to improve student performance at your distant sites.
- Encourage the development of study groups. Emphasize the importance of cooperation - not competition.
- Make copies of your PowerPoint presentation with notes so your students can follow along and make their personal notes or post them in Blackboard for students to access.



- Try to involve all students at both the originating and receiving ends of the ITV class session.
- Do not use copyrighted material without first getting permission. Your library staff will assist you in obtaining this permission.
- Work with your ITV staff for assistance in learning to use the teaching station and to practice your presentation skills.

## BUILDING INTERACTIVITY INTO ITV INSTRUCTION

Involving the learner requires variety.

- Sometimes they watch and listen
- Sometimes they speak individually to the instructor
- Sometimes they speak in a small group
- Sometimes they write
- Sometimes they read

Participation, as defined in distance learning, is the process that involves getting beyond the technology to allow a more natural interaction to take place. It provides for and encourages opportunities to communicate on the part of students or participants.

Two guidelines that might be noted in thinking about ITV participation are:

1. Participation opportunities and strategies should be carefully planned in advance of class time.
2. Participation involves not only encouraging group members to contribute to the session but also the necessary process of interacting with the content--what you are saying as well as the visual material that you are providing via handouts, camera visuals, PowerPoint presentation, or other media.

The first guideline indicates that participation does not always "just happen" in distance learning. Studies suggest that there is an automatic training over time in which individuals consciously and unconsciously adapt their ways of communicating as they use an interactive system. We have observed, however, that some students adjust more quickly to new situations such as ITV while others need more encouragement to do so. Building participation formats into the program is one way to help ensure that interaction will take place. Delegating responsibilities and leadership roles to individuals is another.

The second guideline concerns the point that most of us think of participation as the kind in which we see an individual or a group engaged in an activity, that is, asking a question, making a comment, jotting down notes. Seeing the activity gives us the assurance that the person is in the process of hearing and remembering what is being said.

However, unobserved participation--active listening, anticipatory alertness, and mental work--is also an important process in communicating. By skillfully using questions, both written and oral, and by guiding group members in some mental exercises, you can stimulate this internal participation, which is so critical to listening and learning.

Below are a few suggestions for encouraging participation in your ITV classes. They are based on distance learning design elements and experiences of other instructors. Please share your ideas for effective participation in your course.

- Get specific groups involved. Ask a group at one of the locations to be responsible for the answer to a specific question to be presented at the next session. This responsibility encourages students to sit down and talk with one another after class. Cooperation is also fostered and there is a built-in leadoff for the next class

discussion. And remember, separating students into “site clusters” can form small groups.

- Stimulate participation. Stimulate individuals to interact with what you are presenting. Leave some portion of the materials to be completed--or erase a portion of what you have written--so the group has a chance to do a little mental "filling in" of your presentation. Put a thought question on the board to get small groups discussing at their own locations.
- Use the overhead camera or a computer graphic as a participation tool. List key points on the pad or screen. By previewing what you will be covering, you can create a mental anticipation. You can use this technique as a discussion starter too. Jot down some points you think might need more clarification--ask students to select one or two they would like to see discussed.
- Use interactive formats via the overhead camera or other support resources. Use formats that encourage participation. Almost all types of participation formats have been used successfully in distance learning: case study, interview, panel discussion, and role-playing. Provide the necessary background through an introduction along with a printed outline, computer-generated graphic, or overhead visual. Continue to use these resources as you elicit participation from the group for illustration and a key point summary.
- Call students by their names (not location)--and ask them to share a comment.
- Assign or allow students to choose a topic that they will present to the class using the microphone and camera in the classroom.
- Assign specific questions to each ITV classroom site and have them answer using the microphone.
- Arrange a debate among classroom sites.
- Encourage students at different ITV classrooms to interact with each other.

In summary, it is important to remember that in most cases:

- Participation will take more careful planning in a distance learning situation.
- Planning should be done in advance of class time.
- Participation is more directive; that is, individuals are asked to be responsible for initiating participation or involvement.

The following breakdown indicates retention levels in relation to various activities. It illustrates that participation, especially oral, encourages retention.

- |                             |                 |
|-----------------------------|-----------------|
| • Of what they read         | 10% is retained |
| • Of what they hear         | 20% is retained |
| • Of what they see          | 30% is retained |
| • Of what they see and hear | 50% is retained |
| • Of what they say          | 70% is retained |

## **TIPS FOR INVOLVING THE REMOTE SITE STUDENTS**

An instructor was asked, "What seemed to work?" She replied: "A constant awareness of distant learners, the need to involve them in class activities, the projection of a sense of humor, an air of approachability, and a genuine interest in their feedback."

To humanize is to create an atmosphere which focuses on the importance of the individual and overcomes physical distance by generating group rapport. The suggestions that follow are based on the premise that peer influence and your role modeling can and do play a substantial part in student success. Age differences, personality differences, and skill differences can be utilized to produce positive results if you can get the students to work cooperatively with one another, rather than competitively.

- You will find a great diversity of students in your classes. They bring a wide array of talents, experiences, and backgrounds to your classes. Because of this, sensitivity to the human needs of off-campus and on-site students is a necessity.
- Help students gain confidence with the ITV system. Once they develop trust in the instructor, they are willing to accept aspects of a technical system that they may have been wary of at first.
- Give your telephone number, your e-mail address, your office hours, and the location of your office to students. Advise off-campus students regarding the best time to call you or plan to use the system for "office hours." Encourage students to leave messages and then be sure to return calls.
- Always be well prepared and organized so that all necessary handouts and materials will be at the remote sites when needed.
- Consciously check with students at remote sites by asking them by name to answer questions or repeat material. Keep the "distant" learners involved through monitoring and adjusting.
- Restate comments and questions from students if you believe that the other classes or students may not have heard clearly.
- Never speak only to the "originating" site.
- Obtain as much feedback from students as possible.
- Always ask all sites if they can see/hear what is going on in the class.
- Pay close attention to seating arrangements at the remote sites. Have the students sit in the first rows, so you can see them more clearly.
- Use more cooperative and competitive activities with the students to increase involvement of the students at all the sites.
- Remember to look at the camera regularly as it is the eyes of your distance students.

- Refer to all students by name (when possible) and not by location in order to achieve a more cohesive class environment.
- Include remote students in conversations during class breaks when appropriate.

## LEARNING ACTIVITIES

These are very brief descriptions of a variety of learning activities that could be used both at the origination site and at field sites to involve your students.

1. **Lecture**--A one-way, nonstop presentation by the instructor for an entire class period with minimal interaction. Good when the information has been synthesized from a variety of hard-to-locate sources. Emphasizes primarily informational and comprehension skills.
2. **Lecturette**--A short, 10- to 15-minute presentation or a number of 3- to 5-minute presentations followed by a variety of other learning activities.
3. **Guest Interview**--The instructor or student questions a guest on a previously chosen topic of which the guest is considered an expert. The interview takes place at the origination site and field students ask questions at the completion of the interview. In some instances, the speaker is sent the questions in advance.
4. **Student Interviews**--Students form dyads and interview each other about a preselected topic--a good technique for exploring values and attitudes. The instructor gives questions for the interview to the students or all students on-site generate their own questions. Results can be reported as a percentage of a group response.
5. **Buzz Sessions**--A small group of three to five students working within a determined time limit without a leader. The results/conclusions of the short discussion are reported to all sites.
6. **Brainstorm Session**--Working on a given problem within a determined time period (5 to 15 minutes) and with a person to record publicly all ideas, students call out solutions in single words or short phrases without any commentary or discussion. All judgments are suspended until all ideas are out. As the session progresses, one creative idea stimulates another. At the conclusion of the call-out, each list of ideas is edited and evaluated.
7. **Panel Discussion**--A limited presentation (3 to 5 minutes) by a group of experts (usually four to seven). Either the instructor or a student at the origination site moderates the panel. A variety of points of view on a given topic is explained. A question and answer (Q/A) period follows from site students.
8. **Small Group Project**--Each site works on a given project activity. Any handout materials are sent to all other sites either directly or through the instructor. Each site presents their project for a given amount of time. This is followed by questions from the other sites and is moderated by the instructor.
9. **Peer Teaching**--A student is selected to conduct a short class either at the origination site or at each field site. Given the topic, the student draws from his/her personal experience. This requires careful planning and monitoring.
10. **Guest Speaker**--A presentation by a known expert followed by Q/A from field sites.

11. **Written Scenario**--A brief (one paragraph) description of a real or fabricated situation which is analyzed in stages by site students who are asked to feed back data to all sites through the instructor.
12. **Complete Case Studies**--Real world descriptions of problems with all accompanying data. Site students are asked to resolve the problem within a given period of time. Each site makes recommendations to all sites. The instructor acts as moderator.
13. **Home Grown Mini Cases**--Students are asked to construct their own cases given some guidelines, which are related to the learning objective(s). The instructor selects one or more mini cases and asks students to make recommendations.
14. **Exercises**--Provide an opportunity for the students to practice skills. These could include labeling, rank ordering, M/C, T/F, and completion. Exercises must be completed in a defined time period. After the exercises are corrected on-site, a discussion follows with the instructor moderating comments and asking questions.
15. **Progress Quizzes**--Short self-tests which are not graded. Answers are provided to the students. The purpose is to provide a quick feedback mechanism to the student so that she/he can check progress toward mastering the learning objectives.
16. **Brief Readings**--Read a short (one- to two-page) explanation or description, break into small discussion groups, discuss the topic, and then complete a worksheet. Instructor asks questions of each site.
17. **Role Play**--The students are given a situation and a role to play of a character in the situation. Without practice, they act out the events of the situation. The situation could provide a broad outline or a detailed confrontational event into which the students are thrust. Conducted at the originating site, this technique provides feedback to the students about their own behavior. It is excellent for developing communication skills.
18. **Simulation**--Presents cases, problems, scenarios, etc., in which the members must role-play. A critical situation is discussed and analyzed and group decisions made about how to resolve the situation. Good team building skills. The in-basket is a one-person simulation.
19. **Games**--Similar to a simulation, except that individuals are competitive and there are winners who are rewarded.
20. **Trigger Video**--Very short (one minute) visual scenarios. The students, working in small groups, are asked to view the situation, identify the problem, identify different courses of action, and then make a recommendation. The trigger video is turned off after the situation is presented. After the group makes a recommendation, the video is turned back on and they view the course of action taken by a professional.
21. **Practice Activity**--Students practice a skill on-site. This includes fine motor skills (focus a microscope/soldering), interactions for interview, presentations for public speaking, etc.
22. **Values Clarification**--Students explore and express their values on given topics through the use of values exercises. Values are then discussed among sites with the instructor acting as moderator.

23. **Demonstrations**--Correct "how-to" techniques and skills taught from the originating site.
24. **Modeling**--The student is shown an ideal product, situation, or person. Through questioning and discussion, they are able to explain why this is a "model."
25. **Exemplifying**--Given a concept, problem, situation, or principle, the student is asked to describe examples and nonexamples.
26. **Mnemonics**--Given data to be remembered, the student is asked to combine letters or words into memory or mnemonic devices such as:

MADD - Mothers Against Drunk Drivers

ROY G. BIV - (colors of the spectrum) Red, Orange, Yellow, Green, Blue, Indigo, and Violet

27. **Critical Incidents**--The students are given a description of an incident that happened but with too little information to make a decision. The instructor reveals additional information only if the students ask the right questions. The critical incident is printed on a handout and read by the instructor. Each site would work as a small group and ask questions for additional data as needed. Another critical incident technique is to give an explanation of a situation or a concept to the students and ask them to generate critical incidents. For example: What is a good supervisor?

Students would think of the best supervisor that they have known, and then write a two- to three-sentence description of an incident that led them to think of this supervisor as exemplary. They would then think of the worst supervisor that they have known, and write a two- to three-sentence description describing an incident in which they were involved which explained why they chose this person as a nonexemplary supervisor.

28. **Incomplete Statements**--The instructor provides incomplete statements such as "My feelings about abortion are . . . ." The students are asked to complete this statement on a handout (or display in an I.S.G.) and then share their thoughts with all site students.
29. **Programmed Instruction**--Either in text or mediated form, this is a very good technique to build recall skills. It can be used as a pre-class activity to build skills such as medical vocabulary, grammar, or spelling.
30. **Theatrics**--The use of theatrical devices, magic tricks, costuming, or other techniques to capture attention and reinforce a point.
31. **Character Dialogue**--The instructor assumes the role of two or more characters and creates a dialogue with himself/herself. Another technique would have the instructor playing one character talking to a predetermined student(s) who assumes the role of another character. Both speak from a script outline.
32. **Field Trips**--These are taken before class and discussed during class. The instructor can use slides taken during the field trip to reinforce certain points. This may be difficult if the sites are too far apart.



33. **View a Play**--The students view a segment of a taped play, which reinforces a didactic point.
34. **Questioning Strategies**--The instructor explains the different intellectual levels of questioning (recall, understanding, application, and problem solving) and then asks the students at each site to write a series of questions about the topic under discussion, which they will ask each other.
35. **Debate**--This is an organized and civil argument which requires a good moderator. After the debate, which would emanate from the origination site, field students would ask questions.
36. **Lecturette with Listening Team**--The instructor or guest lecturer gives a short (10- to 20-minute) lecturette. Each site is given a listening assignment. During the lecturette, each site generates questions about one aspect of the presentation, after which they are given five minutes to organize and prioritize their questions, which are asked of the presenter.
37. **Reaction Panels**--Any presentation method followed by reactions from a small group of experts or students and would generate from the origination site. There is a Q/A period from the field sites after the reaction panel. Either the instructor or a student would moderate.
38. **Demonstration with Practice**--The instructor conducts a demonstration at the originating site. Students practice at field sites with corrective feedback from the site facilitator.
39. **Puzzles**--The students are given a puzzle to solve in order to learn a skill.
40. **Skits**--A brief play or portrayal to make a specific point which could be used as a theatrical device to begin a telelesson. This would be presented at the originating site.
41. **Pantomime**--A nonverbal, more involving skit. The pantomimist would act from the origination site with call-outs from all sites.
42. **In-Basket**--A form of simulation. Actual memos, letters, and reports are provided. The students write responses to each memo or letter.
43. **The Symposium**--Two or more 5- to 10-minute presentations on different aspects of the same subject, which would come from origination site. These are then discussed on-site briefly and followed by Q/A.
44. **Storytelling**--Given a topic or learning objective by the instructor, the students are asked to relate it to their personal experiences by telling a brief story about it.
45. **Flip-Flop Lecturette**--Two instructors give the presentation while alternating. One presents the topic while the other gives examples and nonexamples.
46. **Quizzicals**--After a presentation, students at sites ask questions of each other which focus on the presentations.

## FIRST DAY CLASS MANAGEMENT REMINDERS

### REMEMBER! FIRST IMPRESSIONS LAST!

In order to get students to feel comfortable with ITV, instructors might consider doing the following on the first day of class:

- Explain to origination site or students that there are students taking the course at the same time at one or more remote locations.
- Be prepared to explain the ITV classroom; ITV facilitator will assist at the remote sites.
- Remind the originating site students that if their classroom has push-to-talk microphones--not voice-activated--they must push microphone buttons and keep them depressed so that the off-campus students can hear their comments. A microphone is available for every two students, so they must share. Some classrooms have voice-activated microphones. Encourage remote site students to use their microphones to interact with the originating site classroom.
- Remind students at both locations that they can, if appropriate, interact with one another as well as with the instructor, questions, discussion, etc.
- Explain that in most cases there are only a few minutes between classes. Therefore, it is necessary for students to enter and leave the classroom without delay so that classes can begin and end on time.
- Explain the role of the site facilitator. They are facilitators, proctors, technicians, classroom aides, etc.
- Explain the ITV broadcast networking system or invite the ITV coordinator or technician to assist you in explaining to your students how the ITV system works.
- Provide students with your "student-focused" syllabus. Your syllabus should explain about resource materials and where they can be found and how you plan to supply any preprinted materials. Be sure to give out your location, phone number, and how you can be accessed for one-on-one conferencing.
- Explain how their learning will be assessed. Include how you plan to administer tests and quizzes: open book, take home, how test will be returned to you, and how and when you will return results.
- Announce and publish in your syllabus your office hours so remote students can depend on your presence should they need to contact you personally.
- Plan to conduct a full instructional period.
- If appropriate, explain details concerning text and workbook purchases.

- If appropriate, explain the use of the library for special reserve materials. The library has an electronic reserve system--Docutek--that works well for faculty to post print materials for their students.
- If appropriate, explain how students can get articles copied.
- If appropriate, explain how classroom materials are distributed, including that the normal turnaround time is approximately two workdays.
- If appropriate, explain how students withdraw or drop from a class(es).
- Taking attendance consumes class time and is an optional task in ITV presentations. Seating charts can be used if necessary.
- Require each student to talk on the microphone and become familiar with equipment.
- Ask each student's full name. Write down and practice pronunciation.
- Ask students at remote sites to interview each other and to introduce each other over the system.
- Require all students to fill out information index cards, giving pertinent background (last date of course work, employment--full-time or part-time, hobbies, etc.).
- Ask specific individuals at remote sites for questions and comments about information presented the first day.
- Have students set up a study buddy system and exchange phone numbers.
- Use e-mail to communicate to your students.
- Encourage students to send you assignments electronically through attachments to your e-mail address.

## ITV COURSE PREPARATION AND MANAGEMENT CHECKLIST

- ❑ Develop a student-focused course syllabus to be distributed to each student.
- ❑ Review course outcomes and learning plans.
- ❑ Know accurate information about texts and how students order books.
- ❑ Prepare first-day handouts and include instructions for ITV facilitators. Ensure that they are delivered to the remote campuses on time. Plan two days for delivery via the courier system.
- ❑ Complete the ITV Instructor Information Sheet (Appendix D) and submit to Scheduling prior to the start of class.
- ❑ Plan first class session activities that require student interaction and participation.
- ❑ Become familiar with the courier/delivery schedule to coordinate turnaround on assignments and other instructional materials.
- ❑ Schedule office hours for student advising or consulting. Schedule the ITV system for an office time, but it must be scheduled ahead of time with Scheduling.
- ❑ Experiment with the system by previewing visuals, trying unique setups, and becoming familiar with the ITV classroom.
- ❑ Web-enhance your ITV course that will facilitate the distribution of class materials and provide a forum for discussion and an electronic communication link to all of your students. It would also provide a tool for students to monitor their grades.
- ❑ If appropriate, notify Scheduling (Vickie Bartelt, Ext. 1036, [Bartelt@ntc.edu](mailto:Bartelt@ntc.edu) Loretta Stanton, Ext. 1049, [Stanton@ntc.edu](mailto:Stanton@ntc.edu) ) of your last ITV class day and when you will be giving your final exam so that they can communicate your plans to the ITV facilitators.

## LEARNING ACTIVITIES, STUDENT ASSESSMENT, & PRESENTATIONS

### Learning Activities and Projects

The class you teach competes with other classes for the students' time they have outside the classroom. Regular assignments and projects keep students from falling behind in your class. Instructions regarding assignments and projects must be stated clearly and written in the course syllabus. Due dates for learning activities and projects should be in the class calendar. Ideally, graded assignments and projects should be handed back to the students the next class period or within the week. This can be difficult because of the courier system that the distant sites use to send instructional material back to the instructor. Students need to be made aware of the time lapse and must understand that the "return time" is longer than in the traditional classroom setting. ITV facilitators need to be made aware of the due dates on the calendar. Request that the students' material be returned that day. Do not have the facilitator hold instructional material because of late papers. Have the facilitator document that the material was collected and date returned.

Because of the courier/delivery system, you will be receiving and grading distant site assignments as they arrive in the school mail. If you are off campus and prefer to have them mailed to your home or office, inform the ITV facilitator using the ITV Instructor Information Sheet (Appendix D).

Return all graded assignments, projects, and tests on the same day to all sites. Do not return graded work to the "originating" classroom and then on a later date the distant site classroom. Distant site students may resent being treated differently than the students in the originating classroom.

It is important for the students' morale to return their graded projects and assignments as soon as possible. It shows that you are interested in their work and you take their work seriously. In turn, they will put effort into the projects and assignments.

Learning activities are good tools to evaluate students' work. They give students who choke on exams a different opportunity to demonstrate what they have learned.

### Web-Based Learning Activities and E-Mail

Over 70 percent of the residents of NTC's districts own a PC and have Internet access. All NTC learners have access to a PC and Internet through our library, regional campuses and learning centers.

Faculty members are encouraged to use this electronic communication resource to support learning. Faculty are also encouraged to web-enhance their courses using Blackboard, the college's virtual classroom tool. For more information on web-enhancing your class, contact the TLTC Specialist, Roxie Hoffman, Ext. 4153, [Hoffman@ntc.edu](mailto:Hoffman@ntc.edu).

## Student Assessment

Students take exams very seriously. Therefore, faculty must take them seriously also.

### Electronic (On-line) Testing

The use of Blackboard, Perception or some other electronic method of test taking should be encouraged for live and make-up testing. Coordination on the use of computer labs and/or laptops can be done with the Scheduling office and Technical Services

### Pencil and Paper Testing

Facilitators can function like the teacher during an exam. Like the teacher, they are able to (1) pass out the exam, (2) read aloud any instructions that go with the exam (it is important as the teacher that you have sent specific instructions along with the tests), (3) monitor the room while the exam is being taken, (4) answer questions, and (5) collect the exam. While students are taking the exam and questions arise at the distant sites, encourage the student to use the microphone to ask the question--other students may have the same question but are afraid to ask. After the exam is taken, have the facilitator send off the exams in "secured" envelopes.

Like learning activities, tests are returned via the college's courier. Students need to be made aware that the distant site students' exams are delivered via courier/delivery system, and there is a longer lapse time between taking the exam and graded exams being returned.

### Make-up Tests

If test make-up is allowed, the Instructor, being aware of who missed a test, should contact that student's facilitator to let them know to expect this student. Any specific test-taking instructions can be shared at this time.

- The Student needs to contact their facilitator in order to set up a time to take the make-up test, preferably not by just showing up unannounced expecting to take the test.
- If test make-up is not allowed by an instructor, this should be listed in their class syllabus and the facilitator needs to confirm this before scheduling a test make-up.

## Presentations

Most students enjoy presentations made by other students. Do not let the ITV system prevent this from happening in your classroom. Students can come up to the teaching station to present. At distant sites, the classroom camera can be zoomed in on the presenting student. Group presentations can be made in the same manner.

Students also enjoy presentations given by guest speakers. Be sure that you inform your speakers that they will be presenting on the ITV system. Offer to have them come early to practice on the system before they deliver their presentations.

## DELIVERY OF ITV MATERIALS

All ITV material is required to have an ITV cover sheet. (See Appendix G for a sample.) The cover sheet includes course name, instructor, date and time to be distributed, and campus location. The cover sheet ensures that your material will get filed correctly and delivered to the correct class. Each campus receives over 100 ITV classes throughout the week, so it is important that material is labeled correctly. Also, it is the instructor's responsibility to send the appropriate number of copies of the material for each of the students.

### E-Mail

When possible, use e-mail to send student material. It allows you to reach several sites with one message, provides a good record of items sent, and prints a cleaner copy for a student than a faxed document. Lotus Notes has a directory of student e-mail addresses by class sections. Use this directory to create your distribution list for your ITV class. Request that students who have not provided the college with an e-mail address to update their NTC student record files with their current e-mail address. Students can update their e-mail address by clicking on the icon on NTC's home page. You can also use the following Lotus Notes groups to send materials to one or more remote sites: Antigo ITV Facilitators, Medford ITV Facilitators, Phillips ITV Facilitators, Spencer ITV Facilitators, Wausau ITV Facilitators, Wittenberg ITV Facilitators, or send to all with the group ITV Facilitators. Of course, in order to provide the facilitators to make the necessary copies, these documents should be sent at least 24 hours in advance.

### Courier Service

Central Services has a courier service that delivers to each of our regional campuses. Please label your material with the ITV Material Cover Sheet (Appendix G) or the ITV Test/Exam Information for ITV Facilitator (Appendix H) letting the facilitators know how you want your material handled. The courier has been quite reliable in the past, but please allow two days for delivery.

Central Services will continue to use the bright yellow interoffice envelopes to send ITV material back and forth. If your supply should run low, please contact Central Services at Ext. 4387 to have more sent to you. The bright yellow interoffice envelopes are to be used for sending ITV materials ONLY and are not to be incorporated into the general mail runs. These envelopes will alert everyone involved that ITV material is enclosed and should be given priority.

If you have any questions, please contact Central Services at Ext. 4387.

### Fax

All NTC campuses have fax machines. Include a fax cover sheet detailing who the documents are from, which class, and the student to whom the document belongs. See Appendix F for campus fax numbers. The ITV classroom fax machines are pre-programmed with the regional campus fax numbers. Use of fax machines should be reserved for emergencies only, not the daily distribution of materials.

## **ITV RESOURCES**

### **Workshops**

ITV training workshops are conducted periodically to train new faculty or improve skills for existing ITV faculty. Contact Organizational Development for training schedule. Although workshops are important, you are encouraged to practice with the technology on your own time.

### **ITV Technicians**

The ITV technicians are the ITV equipment experts. They can assist faculty with training on how to operate the teaching station. Also, contact them for troubleshooting equipment problems or to review specific equipment functions. Phone number is 715-675-3331, Ext. 1047. They can also inform you on the availability of rooms in which to practice your ITV skills.

### **Individual Practice**

As with learning any new skill, it takes practice to make you feel more comfortable. If possible, visit the ITV control room to practice with the equipment when classes are not in session. Contact the ITV control room to determine available practice times at 715-675-3331, Ext. 1047.

### **Fellow Instructors**

As always, fellow instructors can be a valuable resource for discovering new and inventive ways of teaching. Ask a current ITV instructor to share his/her knowledge and experiences.

### **Campus Administrative Assistants/Facilitators**

Each campus has administrative assistants who are also trained on the operation of the ITV equipment. They can serve as resources for refreshing you on equipment operation. Also, if you experience problems while operating the ITV equipment, contact them immediately.

### **Library**

The library has a good selection of ITV and distance learning related resources and other materials to assist you in your ITV instruction. The library also has an electronic reserve system—Docutek—for you to post printed documents for your students.



## Recording Procedures for ITV Courses/Meetings

1. ITV instructors are responsible for students' attendance and recording procedures. Students are expected to attend ITV classes.
2. Recording of an ITV class for a student should support learning.
3. Students should direct their request for recording an ITV class to the instructor. The **instructor** (not student, facilitator, or technician) will determine if permission will be granted for recording of their class.
4. The instructor should address their recording policy in their course syllabus.
5. **The ITV instructor must complete and sign an ITV Recording Request Form for an ITV class to be recorded.** This form is available from the ITV control room, the Wausau campus library, at each regional campus, and on the "S" drive at S:NTCSHARE/FORMS?ITV Materials **A separate request form for each date and/or class being requested needs to be submitted. Global or semester length requests will not be accepted.** This ensures that every recording made has paper work to support its need to be recorded. **The ITV technician in the control room must have the signed release form before recording the class.**
6. Recording of all ITV classes will be done at the Wausau campus unless the ITV technician contacts another site asking them to tape at their location. The tapes that were made for sites other than Wausau will be sent out to that site via courier as soon as possible.
7. Videotapes will be available at the Wausau campus circulation desk or at the regional campus. The instructor will have indicated on the form the checkout options for the videotapes.
8. Recordings will be erased after two weeks. If a student needs longer than two weeks to view a recording, the date for the extension should be noted on the form by the requester. This option is only available for videotape recordings. All IP VCR recordings will be erased after two weeks.
9. The library will monitor the erasing of ITV class videotapes. The requester will be notified that the videotape has been erased and is no longer in circulation. The ITV technicians will monitor the erasing of IP VCR recordings.
10. In case of technical difficulties or campus closure, the class will be taped and the instructor will be notified.
11. Procedures are the same for meetings/ITV events. A permission form **must** be signed and completely filled out by the presenter **before** taping will take place.

## ITV RECORDING REQUEST FORM

Desired recording format: \_\_\_\_\_ Videotape \_\_\_\_\_ IP VCR (Desired PIN \_\_\_\_ \_ )

Number of videotape copies \_\_\_\_\_

**If videotape is needed at another campus, please indicate campus:** \_\_\_\_\_

Class/presentation title: \_\_\_\_\_

Instructor/presenter name: \_\_\_\_\_ Mail Stop \_\_\_\_ Ext. \_\_\_\_

Date to be recorded: \_\_\_\_\_ Begin recording at: \_\_\_\_\_

Requested by: \_\_\_\_\_ Can tape be duplicated? \_\_\_\_\_

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### PLEASE CHECK ALL THAT APPLY

I grant permission for the recording of the ITV class/presentation described above for the following:

- \_\_\_\_\_ Student makeup
- \_\_\_\_\_ Technical backup
- \_\_\_\_\_ Review
- \_\_\_\_\_ Other: \_\_\_\_\_

Videotape can be:

- \_\_\_\_\_ Viewed but not checked out
- \_\_\_\_\_ Checked out
- \_\_\_\_\_ Checked out by the following person(s) only: \_\_\_\_\_

Videotape can be checked out for the following time period:

- \_\_\_\_\_ Overnight \_\_\_\_\_ (#) Days \_\_\_\_\_ (#) Weeks

All IP VCR recordings will be erased **after two weeks**. If not specified, videotapes will be erased **two weeks after taping date**. **Erase videotape on:** \_\_\_\_\_

This form will be returned to you indicating the date the videotape was erased.

Signature of instructor/presenter: \_\_\_\_\_ Date: \_\_\_\_\_

---

For library use only:

Received in ITV: \_\_\_\_\_ Received in library: Form \_\_\_\_\_ Tape \_\_\_\_\_

**Date erased:** \_\_\_\_\_

## ITV Cancellation Process

### Planned/Scheduled Course Changes or Cancellations

1. Scheduling change forms need to be completed prior to the change and communicated to the appropriate network through NTC's Scheduling (Vickie Bartelt, Ext. 1036, [Bartelt@ntc.edu](mailto:Bartelt@ntc.edu) or Loretta Stanton, Ext. 1049, [Stanton@ntc.edu](mailto:Stanton@ntc.edu)) who will then inform the appropriate contacts and change the ITV worklog.
2. Last minute changes will be communicated via phone to the control room (Ext. 1047) and the regional campuses.

### Emergency Cancellations

1. A decision to close the main/Wausau campus will be made by the President's Staff by 5 a.m. and communicated immediately to the Director of Marketing and Public Relations (or a designee) who will inform radio/TV stations no later than 6 a.m. In cases where other schools are closing and NTC opts to stay open, call NTC's switchboard to verify that NTC is open.
2. By 6 a.m., the announcement on NTC's phone system will be changed to reflect that NTC is open or closed, and each campus's voicemail will be changed accordingly.
3. If the main/Wausau campus is closed, all ITV courses are cancelled. If a regional campus closes and the main/Wausau campus remains open, all ITV classes will be videotaped for the closed campus.
4. For those instructors who need to cancel class, they can call 675-3331, Ext. 4072 and inform us accordingly. When people call the college and hear the announcement that school is open, they will have an opportunity to hear class cancellations simply by pressing "1." This list of cancellations will be updated every half-hour starting at 6 a.m.
5. When calling to cancel a class, include the course name, number, and the instructor. Scheduling (Vickie Bartelt, Ext. 1036, or Loretta Stanton, Ext. 1049) will be responsible for notifying all NTC ITV sites and partners.

### Emergency Cancellations by Other ITV Network Sites

1. Scheduling (Vickie Bartelt, Ext. 1036, or Loretta Stanton, Ext. 1049) will be notified of the cancellation. Sites that may cancel include:
  - WTCN members
  - Other ITV partners (i.e., CWETN, RTN)
  - Regional campuses

2. Scheduling will then notify:

- NTC control room (Ext. 4047), Wausau campus. *If NTC is originating the program that the closed site would be receiving, the ITV class will be taped and mailed to the receive site.*
- Program point persons responsible for informing staff/faculty/students.

### ITV Faculty Absence

1. Scheduling (Vickie Bartelt, Ext. 1036, or Loretta Stanton, Ext. 1049) will be notified of instructor absence and will be responsible for posting the cancellation on the ITV worklog and communicating the course cancellation to:
  - NTC control room (Ext. 1047), Wausau campus
  - ITV network directors and other ITV sites
  - Regional campuses (each campus may choose to contact their students)
2. The ITV instructor is responsible for a written class cancellation procedure in his/her course syllabus and for the establishment of a process to notify students.

## **Appendix A**

### **Directions for ITV Origination Classrooms Using Crestron Controls**

The following pages are designed to walk you through the operation of the technology in Northcentral Technical College's ITV origination classrooms that use the Crestron brand controller.

The ITV classroom equipment in this room is operated with a touch-screen controller with a user-friendly interface.

#### **Getting started –**

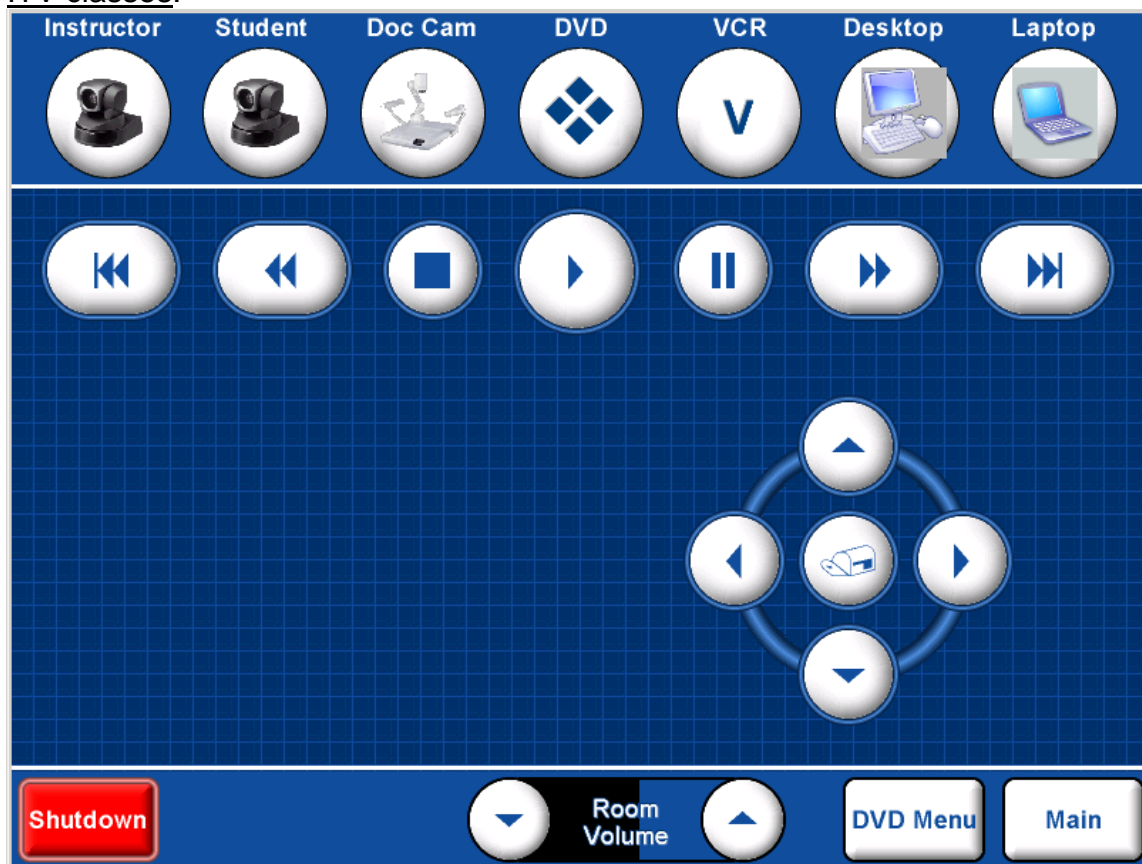
The touch-screen controller is on the instructor's console. It looks a lot like an LCD screen for a computer, but it has a larger base and is dark grey in color. Typically, when this control is left unused for a period of time, the display goes blank. When using the controller, if the display is blank, touch the screen in any location to reactivate it. It may require a firmer touch than you would expect. Don't worry, unlike a computer LCD display, you can't hurt it by touching it.

Once it comes on, you will either see the Start page or the Main page. To proceed from the Start page, turn to page 2 of these directions. To proceed from the Main page, turn to page 3.

If you have any questions, problems or concerns, please contact the NTC Help Desk at Ext. 3160.

**Start****Technician**

Touch the Start button to begin. The ITV technicians use the Technician button to turn the projectors on and off as well as a few other items that are not needed to conduct ITV classes.



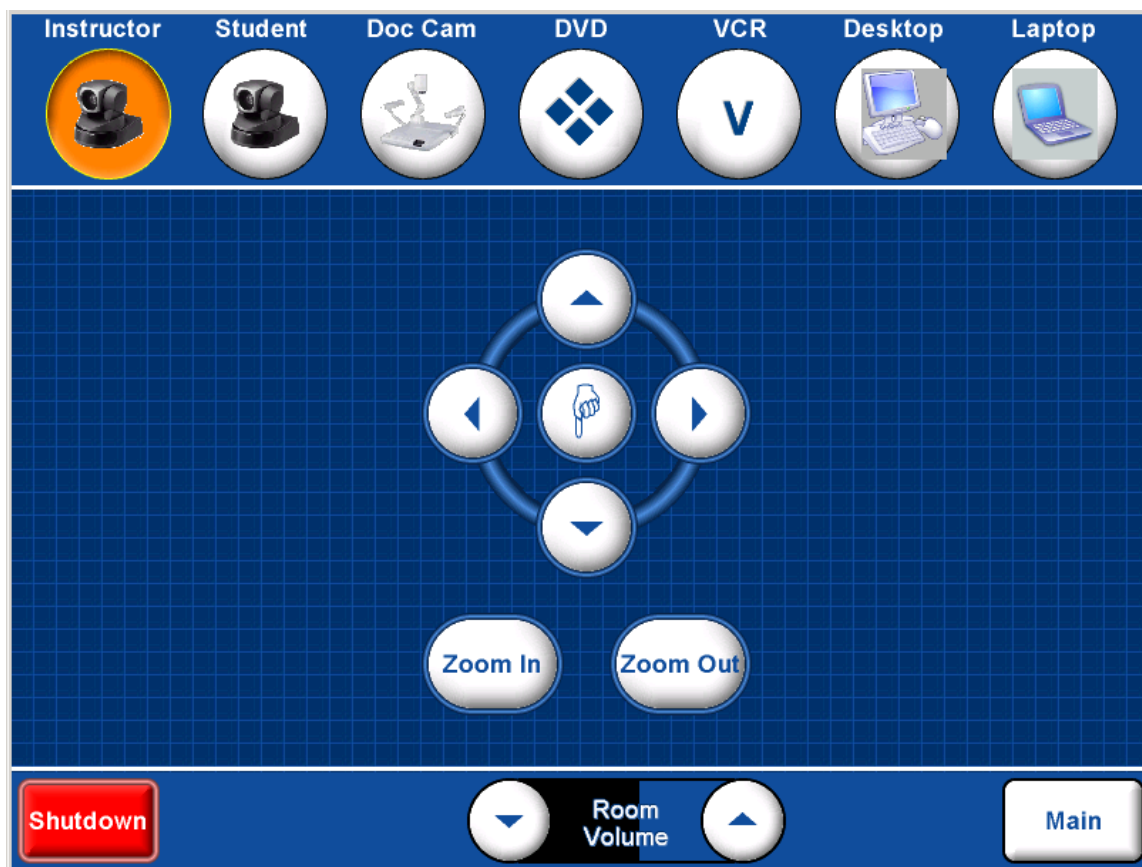
This is the Main page. It shows the icons for the available sources on the upper portion of the controller screen. These sources are:

- Instructor Camera
- Student Camera
- Document Camera
- DVD player
- VCR
- Desktop Computer
- Laptop Computer

To begin the class, touch the source button that you want to display first, then touch the Main button on the lower right.

The following pages of these directions walk you through the other screens that the controller displays as various sources are selected, starting with the Instructor camera.

This page also shows the Room Volume controls. These controls will appear on every page but the Start page. Touching the up and down arrows will adjust the volume of the audio in this room up and down respectively. This only controls the level of audio within this room. If the audio is too loud or too quiet at another site, they need to use their volume control to adjust their end.



Touching the Instructor icon then Main will display the image from the Instructor camera onto the projection screen as well as out over the ITV system to the other sites in the class.

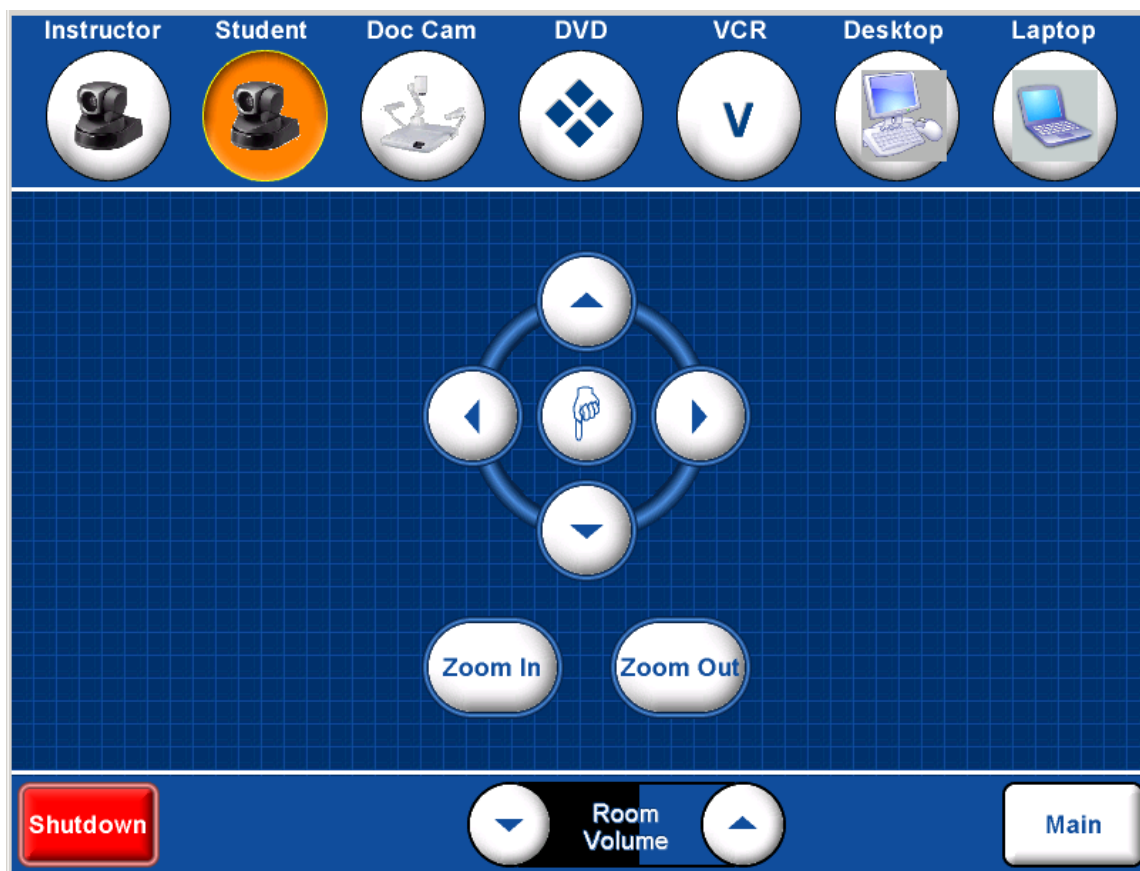
Most of the ITV rooms have a video preview of the Instructor image displayed on the controller screen. If it does not, then the image on the controller screen will look like the picture on this page. If it does have the preview, then it will be displayed on the

controller screen just to the left of the camera controls shown below the source selection buttons.

Having this preview for the selections allows you to see the image on the controller screen before it is sent out. Touching Main is what actually sends this image out. The preview feature can be used to adjust things like documents on the document camera before it is shown to the students.

The camera control buttons, which are shown as up, down, left, right, home (mailbox), zoom in and zoom out, can be used to adjust the camera image.

The Instructor microphone comes in two varieties. One is a gooseneck style and is located on the Instructor's console. It is the same as what is found on the student desks except that the Instructor mic is live all of the time. It has a fairly large pick-up area, but moving too far from the instructor console will make your voice hard to hear. The other variety of mic is a wired-lapel, which is used by clipping it on, mid-chest high. This mic is also live all of the time.



Touching the Student icon then Main will display the image from the Student camera onto the projection screen as well as out over the ITV system to the other sites in the class.

Most of the ITV rooms have a video preview of the Student image displayed on the controller screen. If it does not, then the image on the controller screen will look like the picture on this page. If it does have the preview, then it will be displayed on the controller screen just to the left of the camera controls shown below the source selection buttons.

The camera control buttons, which are shown as up, down, left, right, home (mailbox), zoom in and zoom out, can be used to adjust the camera image.

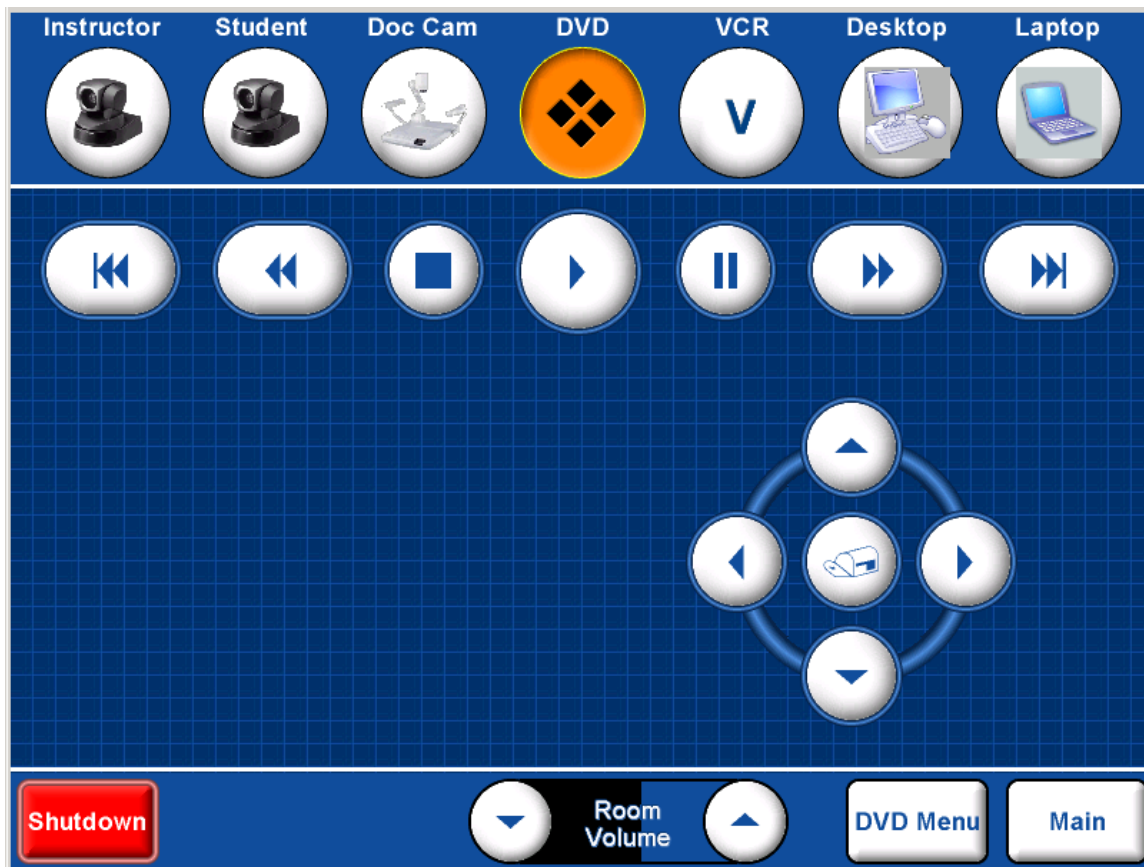


The microphones used by the students in this room are push-to-talk, meaning that the button on them needs to be pushed in order for the other sites to hear what is being said. They cannot be switched to be live all of the time. These mics also have a small green light that illuminates when the mic button is being pushed so the student has a visual indicator that what they say is being picked up by the mic.



In order to show documents, textbooks, or almost anything else, the Document Camera can be used.

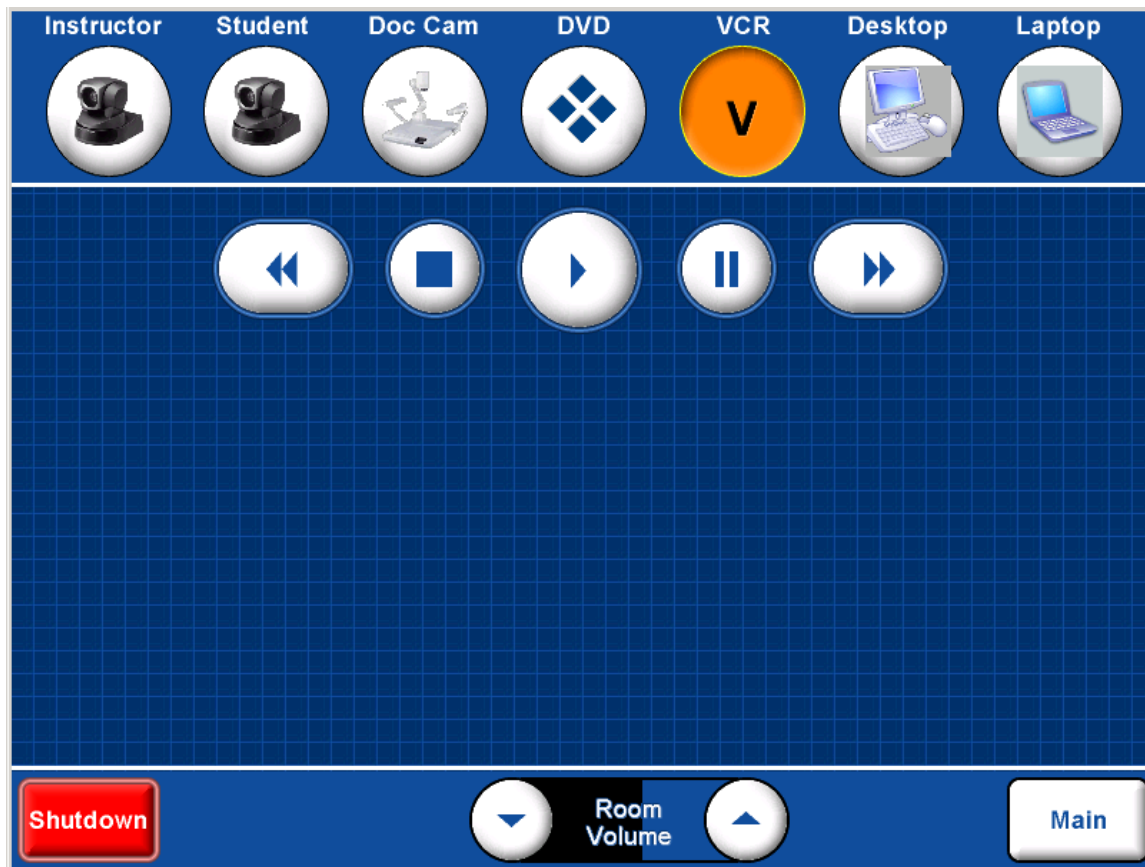
To display an item on the Document Camera, touch Doc Cam and Main. The controls on the lower right portion of the controller allow you to adjust the zoom and focus as necessary. The Auto button is for the focus and typically is easier than using the Focus IN and Focus Out buttons.



There is a combination DVD and VCR in the Instructor Console that's available for use. Selecting DVD and Main allows it to be displayed. Once DVD is selected, the typical DVD control buttons appear on the controller. Use these controls to play the DVD to ensure proper playback. The volume of the audio can be controlled with the Room Volume buttons.

To ensure proper playback of the DVD, be sure to use the controls on this controller screen and not the buttons on the player itself. The one exception in the Open/Close button as listed below.

Putting the DVD into the player is just like any other player: push the Open/Close button, put the DVD onto the tray, and push the Open/Close button again.



There is a combination DVD and VCR in the Instructor Console that's available for use. Selecting VCR and Main allows it to be displayed. Once VCR is selected, the typical VCR control buttons appear on the controller. To ensure proper playback of the videotape, be sure to use the controls on this controller screen and not the buttons on the VCR itself. The one exception in the Eject button as listed below.

Putting the videotape into the VCR is just like any other VCR, push the tape into the tape slot. Pushing the Eject button will allow removal of the videotape.

The volume of the audio can be controlled with the Room Volume buttons.



Touching Desktop then Main will allow whatever the desktop computer is showing to be displayed to all sites. Any audio that the computer is playing will also come out over the room speakers. By touching the Room Volume up or down arrows, you can control volume of this audio.

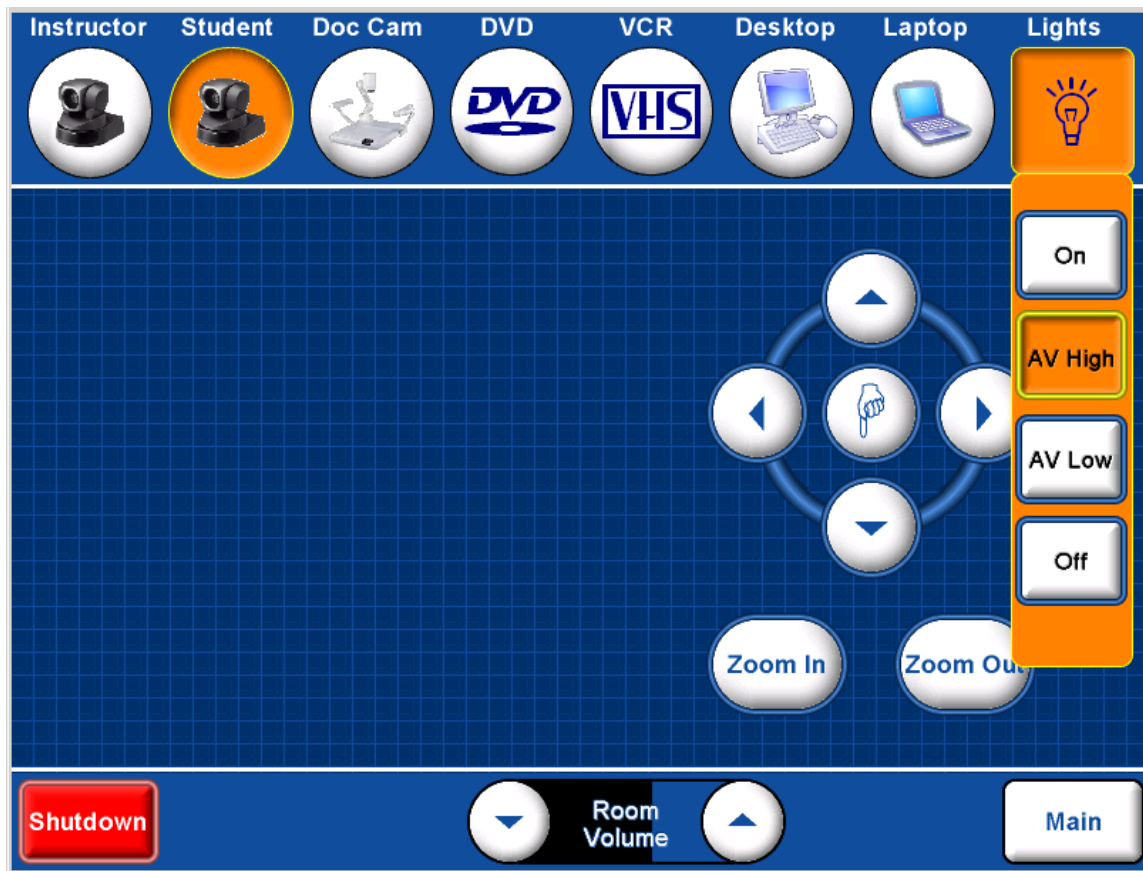
The desktop computer in these rooms has standard classroom software. Each is also wired into the College's network so it can access various items from here, depending on how the computer is logged on.

- As a NTC staff member, logging onto the computer with your standard login is best.
- As a visitor to the College, or someone who does not have a NTC login, the username of "visitor" with no password will access all of the basic software and network connections.

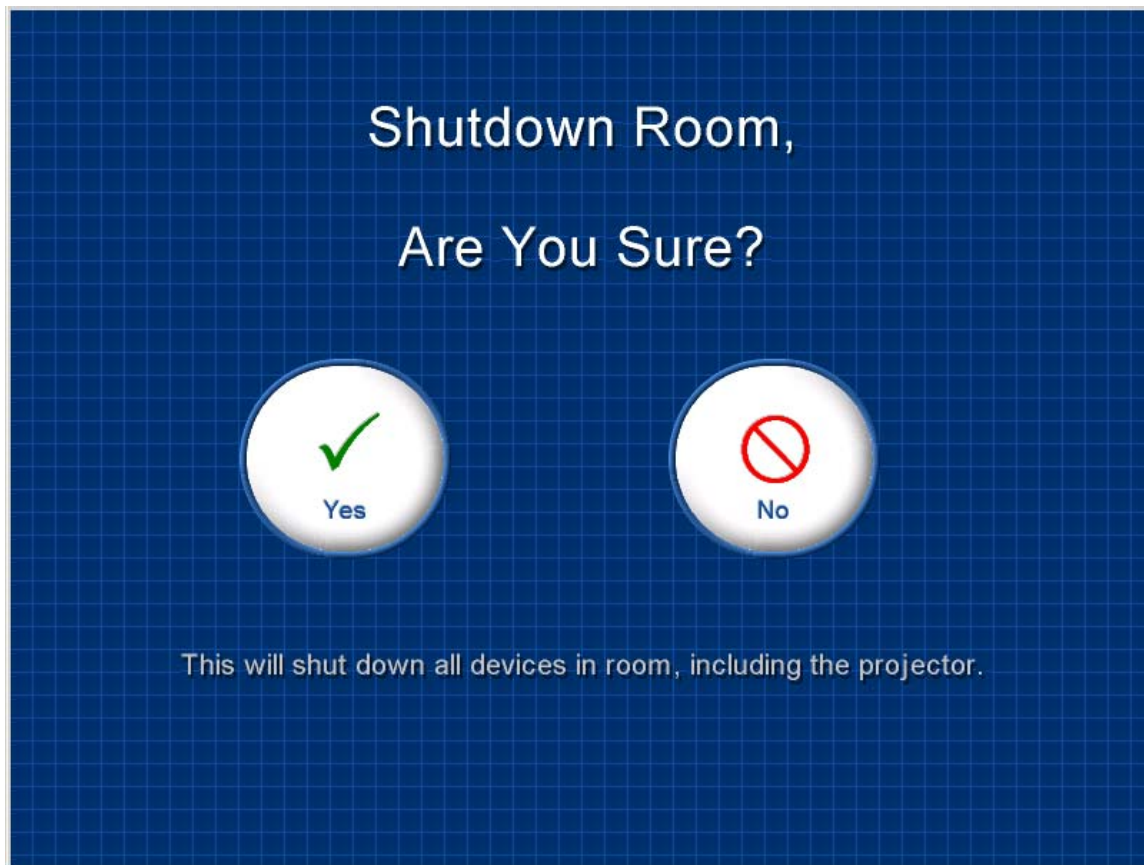


These ITV classrooms have the capability to connect laptops to display presentations. Most of the rooms have an access point built into the desktop that has a VGA and an audio connection for this; however, most of the rooms do not have the cables to connect between this access point and the laptop.

If you want to use a laptop, and there are no cables to connect to it, please contact the Electronic Delivery Department (Ext. 4047) and the cable will be brought to you. In order to show the laptop image, touch the Laptop and Main buttons. If no image appears, consult your Laptop's directions to see how to activate its external VGA port. Toggling a Function button on the laptop typically does this.



Some of these controls can also be used to adjust the room lighting. If this feature is available, then the controller screen also has a Lights icon. Pressing the Lights button, then AV High or AV Low will adjust the brightness in the classroom. The projectors that are used in these rooms are bright enough to be used with the room lights fully on.



If you would happen to touch the Shutdown button, you will see this screen. If you see this page, select No and you'll be returned to the previous page.

If yes is selected, the document camera, the microphones, and the audio speakers will turn off, but the TVs and projector will remain on. It will also take you to the Start page after a short "Room is shutting down" message appears. To start up again, touch the Start button.

## **Appendix B**

### **Directions for ITV Receive Classrooms using Crestron controls**

The following pages are designed to walk you through the operation of the technology in Northcentral Technical College's ITV receive classrooms that use the Crestron brand controller

The ITV classroom equipment in this room is operated with a touch-screen controller with a user-friendly interface.

Getting started –

The touch-screen controller is on the Instructor's console. It looks a lot like a LCD screen for a computer, but it has a larger base, and is dark grey in color. Typically when this control is left unused for a period of time, the display goes blank. When using the controller, if the display is blank, touch the screen in any location to reactivate it. It may require a firmer touch than you'd expect. Don't worry, unlike a computer LCD display, you can't hurt it by touching it.

Once it comes on, you'll either see the Start page or the Main page. To proceed from the Start page turn to page 2 of these directions. To proceed from the Main page, turn to page 3

If you have any questions, problems or concerns, please contact the NTC Help Desk at # 3160.





### ITV Receive Classroom

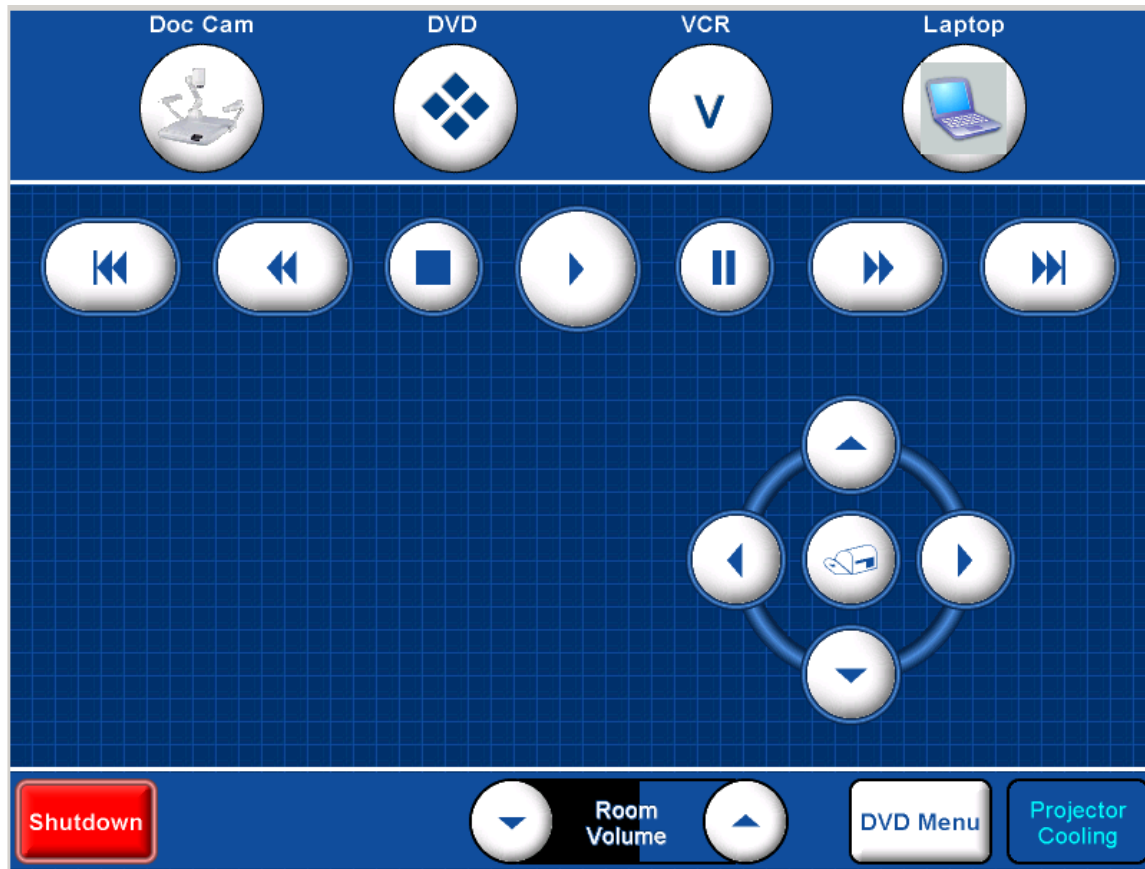
To use this classroom for ITV, touch the ITV Mode button. The ITV use directions start on page 3. If the room is being used locally like a Smart classroom, then touch the Non-ITV button. The Non-ITV or Smart classroom directions begin on page 4. The Technician button is used by the ITV Technicians to access the Instructor camera and a few other items that are not needed to conduct classes in these rooms.



This is the main page for the “ITV Mode”. It shows the icons for the available sources on the upper portion of the controller screen. These sources are:

- Student Camera
- Document Camera
- DVD player
- VCR
- Laptop Computer
- Instructor Camera (Only accessible to the Technicians)

This page also shows the Room Volume controls. These controls will appear on every page but the Start page. Touching the up and down arrows will adjust the volume of the audio in this room up and down respectively. This only controls the level of audio within this room. If the audio is too loud or too quiet at another site, they need to use their volume control to adjust their end.



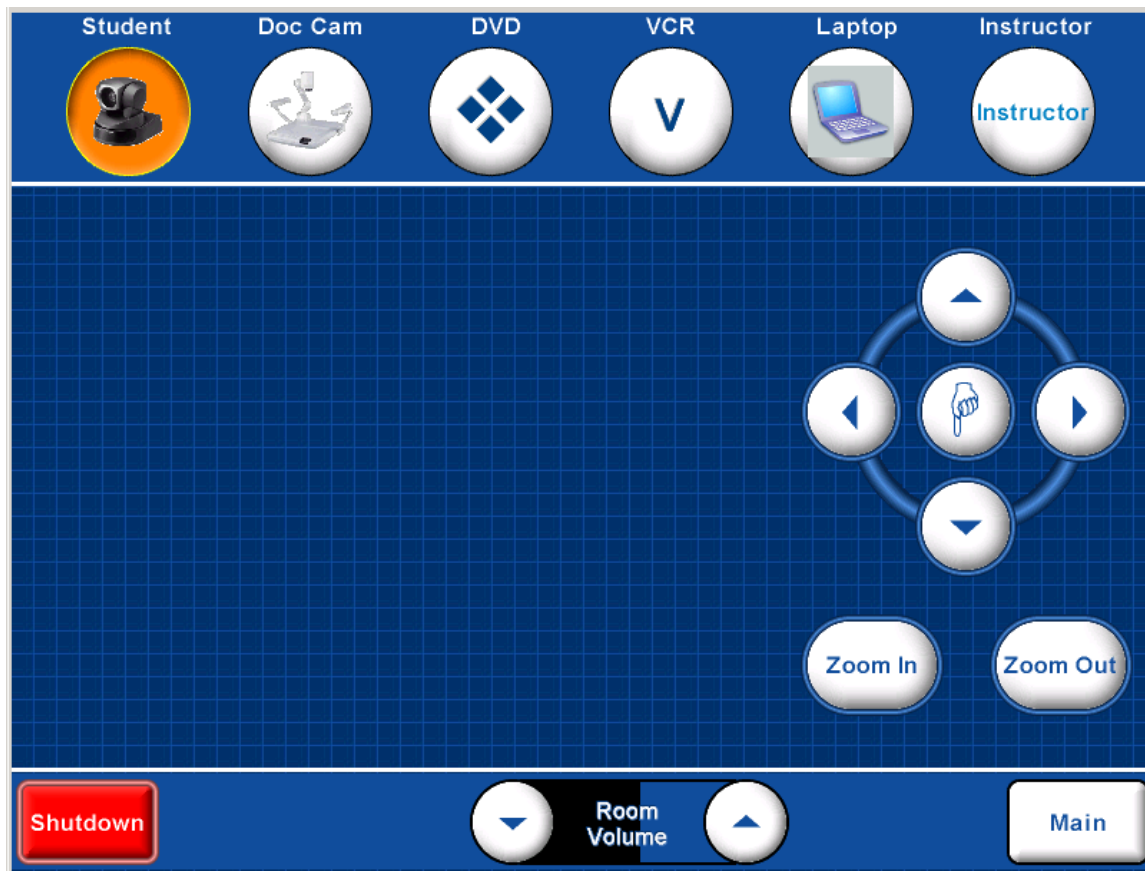
This is the main page for the “Non-ITV” or Smart classroom mode. It shows the icons for the available sources on the upper portion of the controller screen. These sources are:

- Document Camera
- DVD player
- VCR
- Laptop Computer

To begin the class, touch the source button that you want to display first, then touch the Main button on the lower right. When this “snapshot” was taken, the projector was cooling down, so the Main button says “Projector Cooling”. Under normal operation, this button will say “Main”.

This page also shows the Room Volume controls. These controls will appear on every page but the Start page. Touching the up and down arrows will adjust the volume of the audio in this room up and down respectively.

The following pages of these directions walk you through the other screens that the controller displays as various sources are selected. If the room is being used as a Smart classroom, then skip to page 50.



Touching the Student icon then Main will display the image from the Student camera onto the projection screen as well as out over the ITV system to the other sites in the class.

Most of the ITV rooms have a video preview of the Student image displayed on the controller screen. If it does not, then the image on the controller screen will look like the picture on this page. If it does have the preview, then it will be displayed on the controller screen just to the left of the camera controls shown below the source selection buttons.

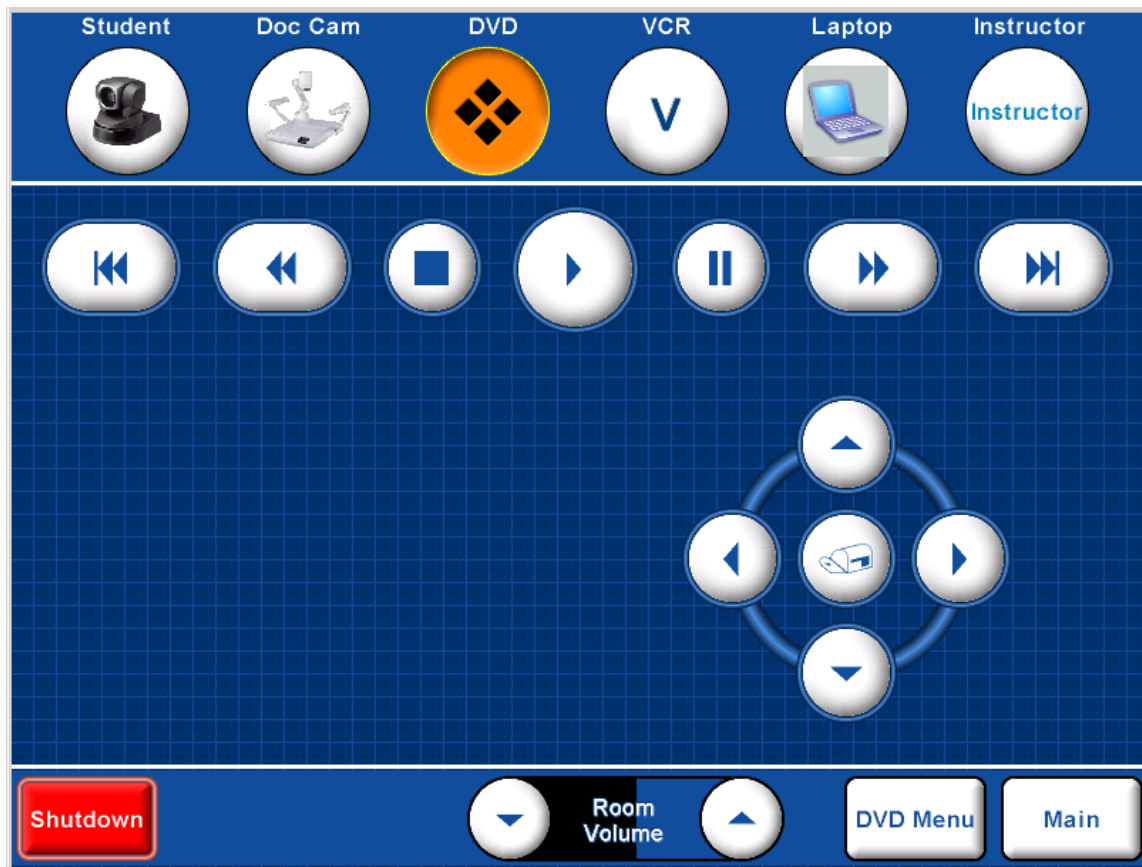
The camera control buttons, which are shown as up, down, left, right, home (mailbox), zoom in and zoom out, can be used to adjust the camera image.

The microphones used by the students in this room are push-to-talk, meaning that the button on them needs to be pushed in order for the other sites to hear what is being said. They cannot be switched to be live all of the time. These mics also have a small green light that illuminates when the mic button is being pushed so the student has a visual indicator that what they say is being picked up by the mic.



In order to show documents, textbooks, or almost anything else, the Document Camera can be used.

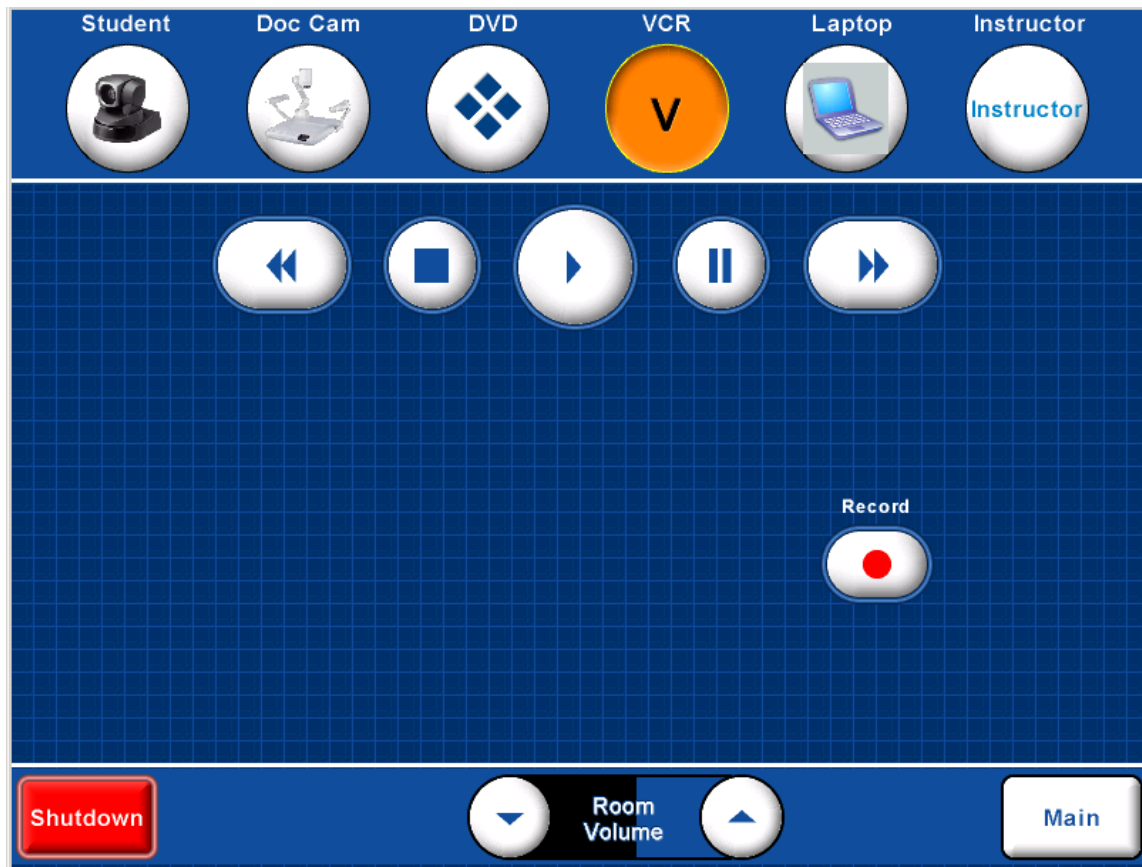
To display an item on the Document Camera, touch Doc Cam and Main. The controls on the lower right portion of the controller allow you to adjust the zoom and focus as necessary. The Auto button is for the focus and typically is easier than using the Focus IN and Focus Out buttons.



There is a combination DVD and VCR in the Instructor Console that's available for use. Selecting DVD and Main allows it to be displayed. Once DVD is selected, the typical DVD control buttons appear on the controller. Use these controls to play the DVD to insure proper playback. The volume of the audio can be controlled with the Room Volume buttons.

To insure proper playback of the DVD, be sure to use the controls on this controller screen and not the buttons on the player itself. The one exception in the Open/Close button as listed below.

Putting the DVD into the player is just like any other player: push the Open/Close button, put the DVD onto the tray, and push the Open/Close button again.



There is a combination DVD and VCR in the Instructor Console that's available for use. Selecting VCR and Main allows it to be displayed. Once VCR is selected, the typical VCR control buttons appear on the controller. To insure proper playback of the videotape, be sure to use the controls on this controller screen and not the buttons on the VCR itself. The one exception is the Eject button as listed below.

Putting the videotape into the VCR is just like any other VCR: push the tape into the tape slot. Pushing the Eject button will allow removal of the videotape.. The volume of the audio can be controlled with the Room Volume buttons.



These ITV classrooms have the capability to connect laptops to display presentations. Most of the rooms have an access point built into the desktop that has a VGA and an audio connection for this; however, most of the rooms do not have the cables to connect between this access point and the laptop.

If you want to use a laptop, and there are no cables to connect to it, please contact the Electronic Delivery Department (#4047) and the cable will be brought to you. In order to show the laptop image, touch the Laptop and Main buttons. If no image appears, consult your Laptop's directions to see how to activate its external VGA port. Toggling a Function button on the laptop typically does this.

When the class is over, touch the Shutdown button.



# Shutdown Room, Are You Sure?



This will shut down all devices in room, including the projector.

This is the Shutdown page. Touching Yes turns the projector and most of the classroom equipment off. Touching No will return you to the last page being shown before Shutdown was touched. To reduce the usage of the lamps in the projectors in these rooms, please use Shutdown down after each class unless there will be another class in this room in less than 30 minutes.

## Appendix C

### Directions for ITV Classrooms Using AMX controls

#### STUDENT and INSTRUCTOR CAMERAS

When a session has begun, the student and instructor cameras will return to their default positions.

**To pan and tilt the Student camera**, press the Camera Select #1 button, then use the ARROW buttons on the remote control, indicated in a circular pattern.

**To pan and tilt the Instructor camera**, press the Camera Select #2 button, then use the ARROW buttons on the remote control, indicated in a circular pattern.

**To zoom the camera closer to or further from a Student**, press the Camera Select #1 button, then use the ZOOM buttons located directly below the arrow buttons on the remote control.

**To zoom the camera closer to or further the Instructor**, press the Camera Select #2 button, then use the ZOOM buttons located directly below the arrow buttons on the remote control.

**To return to the Student or Instructor cameras once another source has been selected**, press the labeled STD (student) CAM or INS (instructor) CAM buttons on the control touch pad.

NOTE: Only the Document camera, VCR or the PC, will appear on the local monitor screen.

#### INSTRUCTOR LAPEL MICROPHONE

The Instructor microphone is located at the Instructor's station and should be worn at mid-chest level. This microphone is live once a session is in progress.

#### STUDENT MICS

The Student microphones are located on all classroom tables. The Students are required to press the red button on the mic stand when speaking. The Student microphones are only picking up sound when the buttons have been pressed.

***NOTE: The Student mics do not have a "locked" position. The speaker must hold the mic button down to be heard for a period of time.***

#### OTHER SOURCES

You may display and broadcast images using the following tools:

#### DOCUMENT CAMERA

The Document Camera is a device that allows you to display spreadsheets, three-dimensional objects, documents, etc. The document camera is located on a cart in Student Rooms and at the Instructors' station in the Instructor Rooms.

**To power the document camera**, press the POWER button on the base of the document camera after pressing the pop-up control panel.

**To power the document camera lights**, press the LIGHTS button on the document camera remote control or directly on the base of the document camera after pressing the pop-up control panel.

**To access the document camera image**, press the labeled DOC (document camera) button on the control touch pad. The document camera image will be displayed on the local monitor screen.

**To zoom the document camera closer to or further from an object or document**, press the ZOOM IN ZOOM OUT buttons on the base of the document camera after pressing the pop-up control panel.

#### **VCR**

The VCR allows you to display videotape during a session. The VCR is located in the monitor cart in Receive-only classrooms and in the Instructor station in the Origination classrooms.

**To power the VCR**, press the POWER button on the face of the VCR.

**To display a videotape**, place a tape in the VCR and press the VCR button on the control touch pad. Then press the PLAY button on the face of the VCR. The video image will appear on the local monitor screen. You can use the controls on the VCR to FAST-FORWARD, REWIND, STOP, PAUSE, and PLAY videotape. You may also POWER the VCR and RECORD an ITV session.

**To record a session**, place videotape in the VCR and press RECORD on the VCR remote control or directly on the face of the VCR.

NOTE: You do not need to access the VCR from the control touch pad to record a session.

**NOTE: When recording an ITV session, the VCR will record the remote sites' image only.**

#### **MAIN DEDICATED COMPUTER (available in Instructor Rooms only)**

The Instructors have the capability of displaying computer images from the Instructor station with a dedicated computer.

**To display a computer image**, press the PC button on the control touch pad. The computers' image will appear on the local monitor screen.

## Appendix D

### ITV INSTRUCTOR INFORMATION SHEET

ITV instructors need to complete this form at the beginning of the term for each of their ITV classes and submit to Scheduling. This form is duplicated and sent to each regional campus for your ITV course file.

<b>Course Title:</b>	
<b>Course No.:</b>	
<b>Instructor:</b>	
<b>Start Date:</b>	<b>End Date:</b>
<b>Day(s):</b>	<b>Time(s):</b>

<b>Send Student Work Via:</b> <b>Fax No:</b>  <b>Home Address:</b>   <b>Work Address (other than NTC)</b>	<b>Take Attendance:</b>  <b>Send Attendance When:</b>
	<b>Exam Location:</b>
<b>Facilitator may contact Instructor at:</b>  <b>NTC Extension:</b>  <b>NTC E-Mail:</b>  <b>Home Phone:</b>  <b>Work Phone:</b>  <b>Mail Stop:</b>	<b>Taping Policy:</b>
	<b>Students May contact Instructor at:</b>  <input type="checkbox"/> <b>NTC Ext.</b> <input type="checkbox"/> <b>Mail Stop</b>  <input type="checkbox"/> <b>Home Phone</b> <input type="checkbox"/> <b>Work Phone</b>

**Special Course Instructions:**

## Appendix E

### TERMS

**ADS:** Alternative delivery system - Instructional delivery systems outside of traditional classroom including teleconferencing, interactive television (ITV), IP (Internet Protocol) conferencing, online, and web-based learning.

**BCN:** Wisconsin's IP videoconferencing network, which connects over 400 K-12 schools, technical colleges, University of Wisconsin colleges, and private educational institutions. Formerly known as BadgerNet

**Control room:** The hub of the college's ITV system that controls the connection of the IP ITV classrooms.

**Distance learning:** Learning in which student and instructor are physically separated in the learning process.

**DOA:** Department of Administration - A Wisconsin state agency responsible for educational telecommunications and is in charge of BCN.

**Facilitator:** A staff member who provides technical and instructional support for the ITV classroom.

**FAX:** Facsimile machine that transports print documents on phone lines.

**Fiber optic:** Glass fibers that transmit data with light.

**IP:** Internet Protocol.

**IP VCR:** A Digital Video Recorder (DVR), which is a Tivo like box. It can be used to digitally record and/or stream any IP ITV class or meeting.

**ITV:** Interactive television--A delivery system using technology to deliver live (real time) instruction with video and audio.

**ITV teaching station:** A teacher-controlled station with equipment that allows the instructor to select an overhead camera, student camera, instructor camera, VCR/DVD, and computer.

**NTC IP/ITV Network:** Northcentral Technical College's ITV network using an IP (Internet Protocol) platform (H.323). Forty-four IP-based ITV classrooms are part of this network.

**Quad:** A specific type of screen split that combines four signals onto one screen allowing the origination site to see up to four classrooms at one time.

**Scan:** Used in combination with the Quad to show five or more sites.

**WTCN:** Wisconsin Technical College Network is part of the Wisconsin BadgerNet IP video network that connects to over 400 sites throughout Wisconsin. It connects all 16 WTCS colleges.

## Appendix F

### ITV CAMPUS DIRECTORY

#### ANTIGO CAMPUS

**Main Number: (715) 623-7601, Ext. 0**

**Fax Number: Ext. 6022 or (715) 627-1114**

<b>Facilitators</b>	<b>Hours Available</b>	<b>Phone Ext.</b>
Deb Grant (Dean)		6005
Julie Kryka (Administrative Assistant)	M-F, 9:00 am – 4:30 pm	6002
Patti Andraschko	M-F, 7:30 am – 4:15 pm	6004
Nancy Resch	MWRF, 8:30 am – 3:30 pm	6047
Patti Kruse	Evening, 4:00 pm – 10:00 pm	3400
Mary Kaye Pregler	Evening, 4:00 pm – 10:00 pm	3400

#### MEDFORD CAMPUS

**Main Number: (715) 748-3603, Ext. 7100**

**Fax Number: Ext. 7140**

<b>Facilitators</b>	<b>Hours Available</b>	<b>Phone Ext.</b>
Randy Oaklief (Dean)	M-F, 8:00 am – 5:00 pm	7005
Angela Albrecht (Administrative Assistant)	M-F, 9:00 am – 4:30 pm	7004
Debra Schaefer	M-R, 7:30 am – 12:30 pm F, 7:30 am – 1:30 pm	7001
Marge Tilch	MTW, 12:00 pm – 6:00 pm	7002
Liz Cullen	T, 5:00 pm – 10:00 pm R, 2:00 pm – 10:00 pm (1) Sat per month 7:30 am – 12:30 pm	7000
Bonnie Hebert	MW, 5:00 pm – 10:00 pm (3) Sat per month 7:30 am – 12:30 pm	7003

#### PHILLIPS CAMPUS

**Main Number: (715) 339-4555**

**Fax Number: Ext. 7640 or (715) 339-4525**

**Toll Free 1-(888)-682-7144, Ext. 7600**

<b>Facilitators</b>	<b>Hours Available</b>	<b>Phone Ext.</b>
Linda Michek (Dean)		7505
Vicky Weiberg (Administrative Assistant)	M-R, 7:30 am – 4:30 pm F, 8:00 am – 1:00 pm	7504
Melody Darrow	M-R, 8:30 am – 3:30 pm	7500
Dawn Engel	M-F, 9:30 am – 2:30 pm S, 7:45 am – 12:00 pm	7502
Rich Pilch	M-R, 3:30 pm – 10:00 pm	7501

**SPENCER CAMPUS****Main Number: (715) 659-5120, Ext. 7950****Internal Extension 7900****Fax Number: Ext. 7940**

<b>Facilitators</b>	<b>Hours Available</b>	<b>Phone Ext.</b>
Randy Oaklief (Dean)		7005
Shanna Lueth (Administrative Assistant)	M-F, 8:00 – 3:00 pm	7800
Marcia Draeger	MR, 11:00 am – 7:30 pm*	7801
Jim Zoellner	TW, 11:00 am – 7:30 pm*	7803
Cindy Smith	M-R, 7:00 pm – 10:00 pm*	7802

\*Alternate Saturdays

**WITTENBERG CAMPUS****Main Number: (715) 253-3500, Ext. 0****Fax Number: Ext. 7440 or (715)-253-3694**

<b>Facilitators</b>	<b>Hours Available</b>	<b>Phone Ext.</b>
Deb Grant (Dean)		6005
Cheryl Zoern-Marx (Administrative Assistant)	M-F, 7:30 am – 4:00 pm	7303
Marnie Osterbrink	MW, 7:30 am – 1:00 pm F, 7:30 am – 4:00 pm	7300
Pat Kulas	MW, 3:45 pm – 10:00 pm*	7301
Laurie Schmidt	TR, 3:45 pm – 10:00 pm*	7302

\*Alternate Saturdays

**WAUSAU CAMPUS****Main Number: (715) 675-3331**

<b>ITV Classroom/Video Technology</b>	<b>Phone Extension</b>	<b>Fax Extension</b>	<b>Facilitators</b>
Control Room	1047	None	<b>Diane Jehn Ext. 4034</b> 7:45 am – 4:00 pm (M-F) <b>Sharon Petrie Ext. 4023</b> 4:00 pm – 8:00 pm (M-R) <b>Janice Huber Ext. 4016</b> 4:00 pm – 8:00 pm (M-R) <b>Janet Sann Ext. 1110</b> After 8 p.m. (M-R)
Room 2006 (WTCN)	1542	1688	
Room 2014	1545	1680	
Room 2019	1549	1681	
Room 3016	1561	1682	
Room 3017	1562	None	
Room 3018 (WTCN)	1563	None	
Room 3019 (WTCN)	1564	1677	
Room A162	1503	4616	
Room A223	1523	4806	
Room A224	1522	4176	
Room F213	1616	4404	



**Appendix G**  
**ITV MATERIAL COVER SHEET**

**Course:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Date to be distributed:** \_\_\_\_\_

**Class time:** \_\_\_\_\_ **AM / PM**

**Location:**

\_\_\_\_\_ **Antigo**

\_\_\_\_\_ **Medford**

\_\_\_\_\_ **Phillips**

\_\_\_\_\_ **Spencer**

\_\_\_\_\_ **Wausau**

\_\_\_\_\_ **Wittenberg**

\_\_\_\_\_ **Other:**

## Appendix H

### TEST/EXAM INFORMATION FOR ITV FACILITATOR

Course:

\_\_\_\_\_

Instructor:

\_\_\_\_\_

Date to be given:

\_\_\_\_\_

Time to be given:

\_\_\_\_\_

Proctor required: Yes No

Time limit:

\_\_\_\_\_

Location(s): Antigo  
Medford

Phillips  
Spencer

Wittenberg  
Wausau

Other:

### PROCEDURE:

Check all that apply:

Closed book  
Group/partner

May use notes (specify):

Open book  
Use calculator

Take home  
Other:

Other special instructions:

Hold exam questions for review in class  
Destroy exam after review  
Return exam after review  
Note:

### EXAM RETURN:

RETURN:

TO:

Answer sheet only  
Exam and answer sheet

Mail Stop: \_\_\_\_\_  
Fax: \_\_\_\_\_

Completed/entire exam

Home Address:  
Street:

City/Zip: \_\_\_\_\_

### OTHER INFORMATION:

Facilitator's signature:

\_\_\_\_\_

Date test was returned:

\_\_\_\_\_

Test was returned via (circle one): COURIER FAX MAIL