

PRINCIPLES AND GUIDELINES FOR VIDEO CURRICULUM READINESS: COURSE AND DELIVERY

VIDEO DELIVERY READINESS

Video Curriculum Delivery Readiness involves several factors. In this document they are divided into the following six areas: course syllabus, academic honesty and delivery readiness, course assignments, delivery presentation for both IVN courses and for other video courses, and a checklist for students in IVN courses.

I. Video Course Syllabus

Certain characteristics should be included in a video course syllabus. These include:

- A course description that is understandable.
- A clear listing of assignments.
- A clear identification of both video and off-site activities.
- A statement of expectations if students will be involved in off-site discussion groups.
- Course expectations or outcome objectives that are linked to the course description for the course.
- Explanation of how the video system works for students in IVN and satellite courses.
- Information on course materials and textbooks including where to find them and how much they will cost. Include other print materials, journals, computer software, laboratory materials or special tools, and any other items needed for the course.
- The use of meaningful words or phrases.
- Course schedule: Listing of lessons titles, dates, readings/activities, assignments, deadlines for assignments and projects due, and exam dates.
- Late policies including handling of situations where technical difficulties prevent submission of assignments.
- Grading: Description of elements (i.e., interaction, assignments, exams) contributing toward students' grades. Listing of how many points or percentages each component is worth; how, when and where each will occur and how they will be administered or sent to instructor; listing of grading scale, using points or percentages. Password-protected online gradebook link if appropriate. Tips on how to succeed in course.

The faculty member should indicate on the syllabus if contact information (i.e. e-mail, phone numbers) of class members will be shared with other class members. If so intended, a voluntary consent form needs to be provided and completed for student release of information.

II. Academic Honesty and Delivery Readiness

When proctors are required, distant students are responsible for recommending their proctor, subject to the approval of the instructor or distance education office of the institution. Possible proctors are: college/university testing centers, military base education offices, public librarians, hospital education offices, and high school teachers and/or counselors, educational officers and/or supervisors in the workplace. Verification of the proctor should be on official letterhead.

- Course examinations conducted on-site shall be supervised by a proctor when required by the instructor. If online exams are used, this proctor verifies student identities prior to providing a password for the examination web page to the student.
- Proctors are responsible for controlling the environment where an examination is taken to ensure that the student taking an examination does not have access, either physically or electronically, to prohibited sources of information, including other students.

III. Video Course Assignments

Consistency in making assignments across video courses will assist student understanding.

- Students should be given criteria (rubrics) related to the course outcomes desired.
- Students should be assessed as appropriate to the course content. It is suggested that several different methods of assessment be incorporated throughout the course.
- An instructor should use appropriate communication and feedback strategies and will have published time frames for feedback to students. In the case of satellite and videotaped courses where there is limited or no feedback processes during class time, the instructor should provide means for students to contact the instructor beyond the feedback for class assignments.
- Use the one-minute manager concept. Have your students take a minute after each class to send you a quick email on the past session, were there technical problems, was content and assignments understood.

IV. Delivery Presentation Across the Interactive Video Network

To present a consistent image that provides students a learning environment, to maintain quality and appearance across sites, the following presentation guidelines have been established.

- Planning is the key to success in teaching on an IVN.
- Identify the participating sites, the potential number of students at each site and the background/previous classes taken are applicable. You want to make sure that the students are prepared for the content and that you are not overwhelmed with too large a class.
- Set the objectives you want to achieve.
- Review the assignment and unit deadlines on your syllabus.
- Make a calendar; establish dates by which handouts, exams, etc. must be ready to have distributed to the other sites.
- In planning your class lectures keep in mind that you will not be able to present 50 minutes of material in a fifty minute class. The rule of thumb guideline is that you will present 30 minutes of material in a 50 minute class.
- When presenting material to audiences at other sites faculty should plan for feedback during the presentation of the material. Ask questions of specific students or sites every 10 minutes. Wait before you respond to students at distant sites. There is a few-second delay in transmission.
- Try to set an upbeat tempo right at the start.
- Appear cheerful, confident, and enthusiastic even if something unexpected occurs.
- Look directly into the camera so that students at remote sites sense that you are looking directly at them.
- Speak clearly, distinctly, and a little more slowly than you ordinarily speak.
- To stay in camera range, limit your standing or walking to one area of the classroom or areas you know are covered by the camera angles.
- Monitor your pacing. It keeps you from overtiring yourself and keeps the students attention.
- Balance the interaction among the sites. Remember to repeat students' questions or pertinent comments to ensure that other sites hear them.
- Use questions rather than statements to draw out discussion and frame the questions specifically to get the responses you desire. If possible have a facilitator at all receiving sites. The role of the facilitator includes: setting up the classroom; confirming that the equipment is turned on and working properly; distributing materials to the students and collecting materials to be returned to you; operating the equipment if needed; reporting both the problems the students have and the technical problems; maintaining classroom discipline and shutting down equipment at the end of class. If there is no facilitator, select one student at each site to be a group leader to help hand out material, get your attention when communication is not clear, help with breakdowns into small groups, and so on.
- Have a backup plan for when the technology fails. Provide ground rules for your students.
- Teach the students the technology, how to use the equipment.

- Establish your policies – attendance/make up work, how to address questions, etc.
- Discuss ethical behavior and practices for the class.
- Dress properly for the IVN. Avoid white, red, or dark clothing, or small checkered patterns. Avoid busy or heavily patterned clothing that might contrast sharply with the background. Avoid accessories that make noise, such as large earrings, bracelets, and necklaces as such items tend to be distracting to student viewers. Wear clothing and jewelry that do not interfere with the lapel microphone. Avoid silk shirts and blouses as they can cause popping noises with your microphone. (Static electricity causes popping.)
- Before you begin make sure everything is working.
- Start the VCR if you are recording the session.
- Speak up and tell your students to do the same.
- Consider using a seating chart at each site.
- Pay attention to what the distant sites are seeing. When using the Elmo, write legibly and use thick markers. If using a document use a bolded 24-point or larger font and do not show too much text on a document.
- Visual aids – try them out. Make sure they can be read on the monitor. Be careful of background colors and fonts for PowerPoint and Web pages displayed on the monitor.
- If transmission fails, establish your backup communication link immediately; then try to get the IVN system working again.

V. Checklist for Students in IVN Courses

It is important to provide the students with expectations for classroom behavior and contact information in case of technical difficulties.

- Sit in your assigned seat.
- Identify yourself by name and class site when you want to speak or ask a question, then wait for your instructor to recognize you.
- Pause and count to two before you speak.
- Speak up and talk into the microphone. Do not talk or make noise in class.
- Clear away any books or papers you don't need from the desktop.
- Any time you cannot hear or see anything for any reason, let your instructor know immediately.

VI. Delivery Presentation for Other Video Courses

To present a consistent image that provides students a learning environment, to maintain quality and appearance across sites, the following presentation guidelines have been established.

- Planning is the key to success in teaching on a video course.
- Set the objectives you want to achieve.
- Review the assignment and unit deadlines on your syllabus.
- Make a calendar; establish dates by which handouts, exams, etc. must be ready to distribute to the other sites.
- Try to set an upbeat tempo right at the start.
- Appear cheerful, confident, and enthusiastic even if something unexpected occurs.
- Look directly into the camera so that students sense that you are looking directly at them.
- Speak clearly, distinctly, and a little more slowly than you ordinarily speak.
- To stay in camera range, limit your standing or walking to one area of the classroom or areas you know are covered by the camera angles.
- Monitor your pacing. It keeps you from overtiring yourself and helps keeps the students attention.
- Have a backup plan for when the technology fails. Establish your policies – attendance/make-up work, how to address questions, etc. Provide for and explain your means of interaction, be it by email, phone, web discussion, etc.
- Discuss ethical behavior and practices for the class.

- Dress properly for the camera. Avoid white, red, or dark clothing, or small checkered patterns. Avoid busy or heavily patterned clothing that might contrast sharply with the background. Avoid accessories that make noise, such as large earrings, bracelets, and necklaces as such items tend to be distracting to student viewers. Wear clothing and jewelry that do not interfere with the lapel microphone. Avoid silk shirts and blouses as they can cause popping noises with your microphone. (Static electricity causes popping.)
- Before you begin make sure everything is working.
- Start the VCR if you are recording the session.
- Pay attention to what the students are seeing. When using the Elmo, write legibly and use thick markers. If using a document use a bolded 24-point or larger font and do not show too much text on a document.
- Visual aids – try them out. Make sure they can be read on the monitor. Be careful of background colors and fonts for PowerPoint and Web pages displayed on the monitor.

Sources for Document

Kirby, P. et. al., 1995. *Interactive Video Network Faculty Guide and Technical Training Manual*. University of Maryland University College.

Lochte, R. H. 1993. *Interactive Television and Instruction A Guide to Technology, Technique, Facilities Design, and Classroom Management*. Englewood Cliffs, NJ: Educational Technology Publications.

EDNET Faculty Training Manual. <http://www.usoe.k12.ut.us/curr/ednet/manual/main.html>