

Using the  
Interactive  
Video  
Classrooms  
@  
University  
Missouri  
St. Louis

# preface

Courses over interactive video have been a reality at the University of Missouri-St. Louis since 1986. The infrastructure has evolved over the years, but many of the basics of how to interact with a remote site audience remain the same. The aim of this publication is to acquaint you with the technical basics so that you are aware of the potentials and constraints imposed by the technology. Knowing this enables you to better plan your course and materials used so that the learning experience for all students, remote or on campus, is as active and rewarding as possible. Many of the methods suggested for you to engage your various student constituencies can be used within the campus context or with other types of ITV methods. Your success in teaching over interactive video is dependent upon your creative talent. The technology itself plays only a minor role. At your disposal is the staff of instructional designers, production technicians, evaluators and others in Information Technology Services.

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# video networks

As of January 2000, the infrastructure of the state's video system is supported through MOREnet (based in Columbia, Missouri) that connects all state-funded institutions of higher education in Missouri. We no longer operate over leased dedicated T1 phone lines. Instead video transmission is accomplished over IP (Internet Protocol) computer networks. Unlike ISDN connections that can cost several hundred dollars to use, these IP based networks are free connections that allows us to communicate to virtually anywhere in the world. Universities across the state offer undergraduate and graduate level credit courses, continuing education credit and non-credit classes, video conferencing for research, extension and administrative purposes.

In addition to universities, another group of sites that are commonly used for courses are the Telecommunications Community Resource Centers (TCRCs) situated in the ten designated UM Extension service regions. These facilities are community partnerships with University Extension and Outreach and provide distance education and computer support. The first of these facilities was built in Poplar Bluff in 1993. Currently there are TCRCs in Camdenton, Kirksville, Mexico, Mineral Area College, Nevada, Portageville, Jefferson City, Popular Bluff, Salem and Reeds Springs.

Currently, there are 4 ITV classrooms and one conference room available on the UMSL campus.

# umsl itv classroom guidelines

## **[use of the facilities]**

Open to all UM-St. Louis faculty, staff and administrators, University and Extension and Continuing Education staff. Also, available to non-profit, non-university organizations, on a first come first serve fee basis.

## **[priorities]**

Credit courses that are part of a credit undergraduate and graduate course, non-credit short courses, semester-long courses from Continuing Education Outreach and Extension, Ad hoc videoconferences for U M-St. Louis clients, non-university users

## **[credit courses]**

All requests for ITV classes must be submitted to the Office of the Registrar before the deadlines listed below.

Summer semester deadline for course request due before November 15th.

Fall semester deadline for course request due before January 31st.

Spring semester deadline for course request due before September 1st.

The course requests must be on the [UMSL ITV Course Schedule Request Form](#)  
All fields must be filled and form signed by the department head.

Changes to the course schedule can be made up until 30 days before semester start including deleting of sites, or room changes, or specific dates that a class will meet pending room availability. Courses may not be added less than 30 days prior to the semester start date.

The requesting department must make all arrangements including rooms and IP addresses at all sites of the course. The requesting department is required to provide the ITV staff with all the necessary resources the instructor will be using during the course of the class. (ex. Wimba Classroom, personal laptop, etc.)

All instructors new to ITV must complete an ITV training class prior to the start of the semester. Training is typically held 1-2 weeks prior to the start of classes. Instructors will be notified of training dates via email by ITS staff. See page 8 for ITV Credit Course Request Procedures.

## **[ad hoc conferences]**

All requests for ad hoc conferences must be submitted to [itv@umsl.edu](mailto:itv@umsl.edu) or South Campus Classroom Bldg. (SCC) 143, four working days before the conference is scheduled to occur. Some requests made far in advance may not be submitted to MOREnet until the class schedule is final for that semester. Class schedules take priority over ad hoc conferences.

Each request must be on the [UMSL ITV Ad Hoc Event Request Form](#)  
All fields must be filled and form signed by requestor.

UMSL faculty or staff must submit all requests originating from the UMSL campus. If the conference is for a student project, the teacher must make the request for that class.

## **[charges]**

Conferences and courses pertaining to UMSL business and requested by UMSL employees may use the Instructional Computing ITV rooms free of charge.

The requestor will always be responsible for charges from other sites, ISDN charges, and other costs incurred for the conference, including all charges that occurred during test sessions. In the event the conference is cancelled, requestor is responsible for all costs that were incurred. Please ask about charges at the time of request.

The video classrooms are coordinated by the ITV staff and are used according to coordination procedures developed in conjunction with MOREnet.

Check with staff for prices as remote sites vary as to charges for facilities, support personnel and connection charges.

**[changes to a credit or ad hoc class or conference]**

Changes to a credit class, Ad Hoc or conference can be made by filling out and submitting the Change of Request Form on page 20 or you may use the link below. [UMSL ITV Change of Request Form](#)

**[cancellation of entire course]**

The academic department canceling the course needs to contact the local campus Registrar's office and all remote ITV sites that were to be connected for the course.

**[cancellation of occasional or ad hoc classes]**

The organizer of the event should contact the local host site as soon as possible. The host site will be responsible for contacting all remote sites.

**[copyright]**

The faculty member is expected to comply with all applicable US Copyright laws.

**[videotaping]**

If you wish to videotape any class session or the entire course, you will need to have Videotaping Release Forms signed by all students in your class. On the form you will need to designate the use of the tape(s), how they will be distributed and how long they will be retained.

# itv credit course request procedures

1. Academic Unit completes a needs analysis with proposed receiving site
2. Program(s)/Course(s) to be telecommunicated are identified and prioritized:
  - a. Tele-degree programs
  - b. Individual credit courses
  - c. CE/non-credit courses
3. Academic Unit contacts and coordinates planned program(s)/course(s) with Registrar designees in coordination with ITS designees to determine if on-campus space is available.

***Need to include the following on the UMSL ITV Course Schedule Request form:***

(see [Appendix A](#) for fields to be completed)

- a. Preferred time(s) of telecommunication
  - b. Length of course and/or program
  - c. Academic information
  - d. Sites that will be connecting
  - e. Rooms and technical information (IP addresses) for all sites
  - f. Approval from Academic coordinator(s) at receiving site(s)
4. Submit completed [UMSL ITV Course Schedule Request Form](#) electronically to Registrar.
  5. Submission **deadlines** to Registrar
    - a. Summer term: preceding November 15th
    - b. Fall term: preceding January 31st
    - c. Spring term: preceding September 1st
  6. Registrar selects proposed classroom, date, time, and assigns pertinent UMSL Site technical information. Registrar submits electronically to Chief Academic Office at UM-St. Louis for final approval by the below deadlines.
  7. Submission **deadlines** of completed UMSL ITV Form to Chief Academic Officer at UM-St. Louis:
    - a. Summer term: preceding December 15th
    - b. Fall term: preceding February 28th
    - c. Spring term: preceding October 1st
  8. Completed UMSL ITV form printed off and signed by Chief Academic Officer (see [Appendix B](#)). Copies of signed UMSL ITV form are to be kept in Chief Academic Officer's office, with copies sent to ITS, Registrar and requesting Academic Unit.

Once signed Chief Academic Officer sends ITS copy of signed request, ITS checks pertinent technical information and ITS submits the final schedule to MOREnet.

# support services

## **[training]**

Training is highly recommended for all faculty and other presenters new to ITV. Faculty members will be instructed on the use of a touch screen monitor that "switches" between student and teacher cameras, computer, document camera and VHS player. Training is provided by staff either in a small group or to individual faculty members. The main determinant is the convenience of the faculty member. Initial training is typically held a few weeks prior to the start date of the course or program. Any concerns faculty may have about such topics as designing appropriate instructional materials; teaching in the video classrooms and how to foster interactive sessions can be discussed with staff at any time. During the initial one hour session the instructor will be shown: an overview of ITV, a tour of video classrooms, an instructional demonstration on how to use the touch screen in the classroom, basics of instructional design techniques, presentation methods and use of visuals. An added service is to schedule a time for the faculty member to do a practice presentation that can be videotaped and reviewed at a later date.

It is highly recommended that time be scheduled for hands-on practice of the equipment in the ITV classroom. Refresher training sessions are recommended for any faculty who has not taught on the system for a year or more. Advanced training for seasoned faculty is available upon request.

## **[before each session]**

There is a half hour of scheduled test time before every interactive session. During this time, the classroom technician will make certain that video and audio connections are established with all sites. The technician is there to assist the instructor or presenter before the session and will routinely monitor the session during its progress. During the test time you should interact with the technician, set up and cue any visual materials and chat with local and remote site students.

All handouts for a course should be at the sites prior to the start of the test session. Handouts can be emailed from the site to remote locations if needed; however faxing materials from the site is no longer available.

If you have any last minute changes or special support needs let your technician know before the session begins.

## **[during each session]**

At least one trained technician is available during all classes and conferences to help with your connection. Talk to the technician during the half hour pre-test time to find out what number(s) to call if you need assistance. The technician will be visiting your location several times throughout your class or event. Many times there are several classes or conferences taking place simultaneously. The technician will let you know where they will be during these times and how best to be reached.

## **[note bene]**

ITS staff will not proctor examinations, photocopy any materials or be responsible for the students in any way.

## **[suggested problem resolution procedure]**

Any problems encountered during the class should be brought to the attention of the technician on duty. The technician can often trouble shoot with the technicians at MOREnet and the remote sites via telephone during your class session and get you back to full interactivity within 5-10 minutes. They will promptly inform you if the session must proceed with limited capabilities.

If you feel the need to discuss any issues with your class with someone other than the technician, please contact the ITV Site Supervisor.

# teaching an itv class

If you think of the qualities that make a good presenter—being prepared, flexible, caring, an effective communicator—they are the same, and often more important, for the ITV presenter. Learning to manage the session and interact with participants will help all participants, especially those at remote locations, feel like they are part of an effective ITV experience.

Managing an instructional session can be challenging when all of the participants are in one location. When participants are in several locations, this task becomes even more challenging. Here are a few suggestions to help you manage an ITV session effectively:

- Prepare and send support materials in advance to all sites. Make sure there are enough copies or a means of copying the materials at the remote location. Know who is responsible for photocopying and/or distributing your materials.
- Prepare and test your visuals before the session.
- Practice using the ITV equipment, even things that may look simple such as using the document camera, so that you feel comfortable and confident when you walk into the session.
- If there is a facilitator or co-presenter at another site, stay in touch with them. They can provide you with important information or draw your attention to particular problems at the remote site.
- The more locations involved in the program, the easier it is to leave remote sites out of the discussion, or lose their attention completely. Make sure you involve or check in on all sites regularly throughout the session.
- Since the instructor's camera is above or below the television, by talking in the direction of the television in the back of the room, you are making good eye contact with the site(s).
- You can assume that you are "on-the-air" as soon as you walk into the ITV room. Be conscious of what you say and do. If you chat with local participants without acknowledging remote sites, remote participants might feel left out. If you are not ready to start class and feel the need to talk, please mute your microphone.

## instructing in the ITV environment

### **[remembering participants names]**

Calling on remote site viewers by name is critical, not only in order to make their learning situation seem less artificial, but also to avoid confusion at the remote sites. When you look into the camera, it appears to the remote site viewers that you are establishing eye contact and each and every viewer thinks that you are looking directly at them. To remember the names of those at the remote sites try these techniques:

- Ask participants to introduce themselves every time they speak.
- Make a list of remote site viewers and keep it available so that you can place a checkmark next to their name whenever they speak or ask questions.
- For an entire course prepare a seating chart and have remote site viewers sit in the same seat every time.

# teaching an itv class

## **[expectations and ground rules]**

It is important to communicate expectations, class procedures and ground rules to get off to a great start.

- Introduce yourself and ask students to introduce themselves. Tell participants what experience you have had with ITV. Give them immediate experience in using the microphone and being “on camera” by posing a question or asking for information to help acquaint students with one another.
- Describe your expectations and procedures for participation in the class sessions. The areas you cover might include small group work at the learning sites, receiving and sending assignments and grades, test taking, and responding to students’ questions and concerns. Spend time at the first class answering students’ questions.
- Explain in your own words how the technology works, its advantages and disadvantages. If you do not feel comfortable doing this, ask (in advance) the local technician or facilitator for assistance. The technician can briefly describe the system and what students need to know to successfully interact via the camera and microphone.

## **[calling roll]**

Depending on number of participants at each site, you may want to conduct roll call at the start of a session:

- Ask each participant to introduce him/herself and give a statement of their expectations of the program or tell the group something personal about themselves. Getting participants to talk will help them relax and feel more comfortable with each other. It will also help them get used to the ITV technology.
- When you have a large group, it may be too difficult or time consuming to call on each participant in each class session. Ask the participants to sign an attendance sheet and fax it to you at the break or the end of the class session.

## **[using names]**

Calling on students by name at the remote sites is critical, not only in order to avoid confusion (who should reply), but to make them feel a part of the class. To remember the names of those at the remote sites try these techniques:

- Ask participants to introduce themselves every time they speak (at least during the first few classes until you recognize voices).
- Make a list of remote site viewers and keep it available so that you can place a checkmark next to their name whenever they speak or ask questions.
- Prepare a seating chart and ask remote site participants sit in the same seat every time.

## **[bridging the distance]**

To help bridge the geographic and psychological distance between people at local and remote sites:

- Relax and be yourself.
- Call participants by first name.
- Make eye contact with participants by looking directly at the instructor’s camera. When you look into the camera, it appears that you are looking directly at them. If the instructor doesn’t look at camera frequently, the effect at the remote site will be like a picture out of focus, “there, but not there.” Downcast eyes can inadvertently convey that the instructor is uninvolved or is disconnected. A smile goes a long way.
- Listen to the participants and give appropriate verbal and nonverbal feedback.
- Be approachable and flexible.
- Plan activities for participation and start each time with a different site.
- Draw passive participants/sites into the discussion.
- Schedule time periodically to gather feedback from students as to what is helping them learn in the class and what they would suggest adding, changing or clarifying to assist their learning.

# teaching an itv class

## **[additional instructional possibilities to consider]**

You might be interested in inviting guest lecturers to your distance classrooms with access to videoconferencing systems where they are located. Talk to your local technicians about the possibilities, and orientations needed for these speakers.

## **[special setups and needs]**

Special setups may include making accommodations for guest speakers, personal laptop use, or use of particular software applications or other special needs. Please alert the support staff well in advance of when you anticipate these special needs so that they will be available when you wish to use them in class. If there are special needs for remote sites, advance notice is also necessary. Special software needs may need several days notice and may even come under review.

## **[videotaping your classes]**

You may have your video classes videotaped by making a request prior to the start of the course or particular session. **In order for the videotaping to occur you will also need to have a signed release from every participant at all sites.** This is in compliance to federal right to privacy regulations and copyright.

## **[the monitor is the message]**

In the ITV classrooms, the monitor is your “window” to participants at the remote sites. Remote site viewers must rely on the television monitor almost all of the time for instructions, content, feedback, and nonverbal communications. It is through the monitor that remote participants will see you, the presenter, and all visual materials that you present. Remote site viewers do not have the advantage of being in the same room and feeling your personal presence. Unless you use the monitor to reach out and interact with them, remote site viewers will be passively watching TV. To actively engage the remote site viewers, you can talk directly to them, and look directly at them via the instructor’s camera (looking at the back monitor because the camera’s location is either above or below the TV will work even better because you can see who you are talking to). It is imperative also that you display proper visuals. If you show a book and hold it up in front of the room, remote participants will not be able to see it properly. Put the book under the document camera so ALL participants can see the same thing.

## **[additional suggestions]**

Here are some additional suggestions that will help bridge the geographical and psychological distance between people at local and remote sites:

- Relax and be yourself.
- Call participants by first name.
- Make eye contact with participants by looking directly at the instructor’s camera.
- Listen to the participants and give appropriate verbal and nonverbal feedback.
- Be approachable and flexible.
- Plan activities for participation and start each time with a different site.
- Draw passive participants/sites into the conversation.
- Allow ample time for questions and concerns.

Participants at remote sites are more engaged by instructors who look straight at them from time to time. They need to feel they are as valuable to the program as the participants at the local site. Simply calling on them by name isn’t the same as a direct, personal gaze on occasion. If the instructor doesn’t look at the remote-site participants directly through the camera, the effect at the remote site will be like a picture out of focus, “there, but not there.” Eyes downcast or not focused on the participants can inadvertently convey that the instructor is uninvolved or is disconnected from their site. A smile goes a long way.

To maintain eye contact with remote participants it is necessary to look into the camera, much like a newscaster on television. Since it is easier and much more natural to look at a MONITOR, not a camera, most sites have positioned the instructor’s camera close to or on top of the monitor that shows the remote site. Learn to look at the receive monitor as much as possible, especially when you are addressing or listening to a participant at a remote site.

# resolving technical issues

ITV has come a long way from its infancy. Network, video & audio equipment, connect speeds and training of the technicians have vastly improved from the early days. However, networks can still get congested, equipment can still malfunction and people still make errors.

You play a critical role in letting your technical team members know about problems and then working with them to reach solutions. Here are several suggestions for understanding the specific features of the interactive videoconferencing system and for dealing with the audio and video glitches that could affect your ITV classrooms.

## **[current norm for audio and video synchronization]**

There is typically a slight delay (of no more than a half-second) with video and audio transmission. That's normal. The most common type of delay and its probable cause is described below:

The most common is an extended delay of BOTH audio and video (more than one second in length). Some sites experience greater delay in the video and audio transmission and reception than others. The delay is in the network topography and will change from semester to semester. Getting the schedule for the semester to the Office of the Registrar and then to MOREnet as soon as possible will help their staff to "map" the connections for your class in the most efficient manner and help alleviate the cascading and resulting delays.

## **[common instructional or technical problems that may interrupt classes]**

- Instructional needs not communicated to technicians ahead of time. Please let your local technicians know when you need special equipment or will be changing from your typical instructional methods. It is good practice to arrive 30 minutes ahead of the scheduled class to meet briefly with the technicians and to test any software, videotapes, or techniques.
- Site(s) not connecting on time (30 minutes ahead of scheduled start time) or needing additional time to test.
- Unidentified system "noise" that may cut out your voice or those of your students.
- People "freezing" or voices sounding metallic or "garbled".
- People talking over one another because of the delay in audio transmissions among the distant sites.
- Hearing echo of instructor/student voices because microphones are open at other sites.

## **[suggested responses to audio and video problems]**

- Let your on-site technician know about problems as soon as they occur.
- Take time to describe the problems, poll each site for their description.
- Prepare on-site student activity as back up for each class session. This will permit the instruction to continue at the remote sites.
- Consider giving your students a bathroom break, if it's applicable. This may be all the time that is needed to fix the problem.

Be encouraging and enthusiastic about the ITV environment. Adding technology to the teaching and learning environment does complicate the interactions you desire. But, you may build on the range of geographic locations and personal/professional experiences represented in your students to incorporate real-world critical incidents and case studies.

# engaging students

Interactions among students and with the instructor are fostered by using a variety of activities: answering directed questions; discussing cases in small groups; planning together; or working individually, then with a fellow student, as a think-pair-share activity.

Effective interaction will reach beyond the technology to permit a more natural learning environment, but opportunities for interaction must be carefully planned in advance. Here are several suggestions for activities, and you can probably think of more:

## **[assigned questions]**

Ask a group at one of the remote sites to be responsible for the answer to a specific question. They can present the answer at the next session. This responsibility encourages participants to sit down and talk with one another after the session is over. Cooperation is also fostered and there is a built-in leadoff for discussion at the next session.

## **[preview key points]**

List significant concepts to be covered during the presentation on a visual or in a PPT slide. By previewing what you will be covering, you can create mental anticipation. This technique can also be used to start a discussion. Jot down some points that you think might need more clarification and ask participants to select one or two that they would like to discuss.

## **[interactive study guides]**

Stimulate individuals to interact with what you are presenting. Leave some portion of the material to be completed or erase a portion of what you have written, so that the group has a chance to mentally fill in the gaps.

## **[brainstorming]**

Work on a given problem within a determined time period (five to fifteen minutes) and assign a person to record publicly all ideas. Participants 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, each list of ideas is edited and evaluated.

## **[small group discussions]**

Small groups at each site can work on a given activity or discuss a given issue. Any handout materials are sent to other sites in advance. At the end of the allotted time, each group presents their results or conclusions to the larger group. This is followed by questions from participants at the other sites and is moderated by the presenter.

## **[case study]**

A real-world description of a problem is given with all accompanying data. Participants at the various sites are asked to resolve the problem within a given period of time. Participants at each site submit suggestions to other participants and the presenter acts as a moderator. Participants can even construct their own cases that are related to the learning objective.

## **[role play]**

The participants are given a situation and roles to play. 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 participants are thrust. People playing the different roles can be located at the same or at different sites. Role playing activities are excellent for developing communication skills.

## **[games]**

Create a game that reinforces the subject being taught and lets participants at different sites play against each other. Create a variation of popular game shows.

## **[debate]**

This is an organized and civil argument that requires a good moderator. After the debate, which might emanate from the host site, participants in remote sites ask questions.

## **[assignments, discussions and group activities continued on MyGateway]**

Use the MyGateway course management system for follow-up discussion, group projects, case studies, and other activities. Keep students up-to-date with announcements, lecture notes and additional learning materials. Use email or the Drop Box in MyGateway to send and receive assignments.

# using visuals

In any instructional setting, effective use of visual aids can greatly enhance the presentation of material. This is especially true for in the ITV environment where remote participants rely on the television monitor for information. It is important to present a variety of visual materials. You can use images, objects, text, computer applications, videotapes and DVDs to demonstrate and emphasize.

The guidelines on the next few pages are true for all ITV visuals, including computer presentations and printed or hand-written materials. Presentation software, like PowerPoint, can help you produce professional looking charts, diagrams, and bulleted lists quickly.

The variety of equipment and tools available to presenters include:

## **[document camera]**

The document camera can be used to show printed and handwritten materials, photographs, pictures and illustrations from books, and other three dimensional objects. The technician on duty will show you how to zoom in and focus on materials as needed. Small print materials, such as newspaper articles, do not show up well on the document camera. Give copies to the participants and use the document camera only to REFERENCE the material you are discussing.

## **[in-room computers]**

You can use the computer in the ITV room for presentation software, use of CDs, DVDs, web pages, or other online materials. Please test material and programs in advance and pay special attention to font size and small details.

## **[DVD's]**

The teacher's computer has a DVD player and software. Be aware that not all "burned" DVD's will play in the computer. Have the technician try your DVD a week before the scheduled showing to avoid any "day of class" problems.

## **[use of videotapes]**

A prerecorded videotape can be a great addition to your ITV presentation, as long as you keep a few issues in mind: Because of compression, videotapes that have a lot of motion in them will appear a little jerky. The audio and video quality of prerecorded videotapes varies tremendously. If possible, preview tapes on the ITV network, before class.

Pay attention to copyright laws. Any videotape that has been rented usually is licensed only for home viewing or for use at one site only. To display it to other sites would require that you have obtained permission from the copyright holder.

## **[SMART Sympodium]**

The SMART Sympodium is an interactive computer screen used for displaying and accessing computer-based materials for classes, meetings, and presentations. The user can write on the screen in several colors and save notes as a computer pdf file. Computer applications, including the Internet and PowerPoint, can be easily drawn on or controlled.

Be sure to do a spell-check on your visuals; double -check that numbers are correct. Re-read sentences for use of acceptable grammar. Always bring printed copies of your visuals for backup if technology fails or the classroom computing system is not compatible with your computer and/or disks.

# designing visuals

Well-designed visuals can help increase understanding and improve retention of course content. Well-designed presentations use a consistent format with colors and fonts chosen for their readability. Keep visuals simple. Augment visuals with more detailed handouts, if needed. Always test new visuals before the live interactive video session gets underway. Here are a few guidelines for developing visuals:

- Use visuals to organize ideas and reinforce and clarify.
- Limit words to phrases and bulleted points; sentences and paragraphs are difficult to read on a TV monitor.
- Use a horizontal or landscape orientation to conform to the TV monitor; vertical orientations may lose a portion of the message if the 8-1/2x11 inch space is totally filled.
- Avoid the color red and “busy” backgrounds.
- Use dark text on light background or light text on dark background.
- Use sans serif fonts, like Helvetica or Arial; avoid decorative fonts like Chancery.
- Use at least 36-point font size.
- Use short titles, in larger size or different font type.
- Center titles and left-align all other text and bullet points.
- Use standard upper and lower case letters; avoid using italics or all caps.
- Limit lines to 6-8 per slide and 5-7 words per line.

# reference materials

## University of Missouri - St. Louis ITV Course Scheduling Request Form

### Requestor Information

Date	Requested By	Department
Postal Mail Address		E-Mail Address
Telephone Number		FAX Number

### Instructor Information

Instructor Name	Telephone Number
Postal Mail Address	E-Mail Address

### Course Information

Course Title	Course Number				
Course Description					
<input type="checkbox"/> Credit Course (part of Teledegree or Cooperative program) <input type="checkbox"/> Non-Credit Course	Semester Requested (include year)				
<input type="checkbox"/> Credit Course (not part of Teledegree or Cooperative Program)					
<b>Please answer the following questions:</b> Has this course been offered through the UMSL ITV before? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please indicate each semester that it was offered with enrollment numbers below:					
<b>Semester</b>	<b>Number of Students</b>	<b>Semester</b>	<b>Number of Students</b>	<b>Semester</b>	<b>Number of Students</b>

### Site Information

Site	Location Name/Room (and Code, if Applicable)	IP Address	Projected Number of Students	Approved by Receive Site?
<b>Originating</b>				
<i>Receiving</i>				
<i>Receiving</i>				
<i>Receiving</i>				
<i>Receiving</i>				
<i>Receiving</i>				

### Schedule Selection

Preference	Day(s) of the Week	Start Time	End Time	Notes (Include Dates if Irregular)
1				
2				
3				

### Signature

Chief Academic Officer	Date
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## Locations:\*

### University of Missouri System Campuses:

#### **UM-St. Louis**

David Maczynski – [itv@umsl.edu](mailto:itv@umsl.edu) – 314-516-7636

#### **UM-Rolla**

Dulce Grotha - [grothad@umr.edu](mailto:grothad@umr.edu) - 573-341-6363

#### **UM-Columbia**

Scott Hendricks - [hendricksSD@mizzou.edu](mailto:hendricksSD@mizzou.edu) - 573-882-6703

#### **UM-Kansas City**

Ben Zygmunt - [zygmuntb@umkc.edu](mailto:zygmuntb@umkc.edu) - 816-235-1268

### Telecommunications Community Resource Centers (TCRC):

#### **Camdenton**

Alex Stanley - [astanley@copic.ext.missouri.edu](mailto:astanley@copic.ext.missouri.edu) - 800-737-4145

#### **Kirksville**

Kevin Baiotto - [baiottok@missouri.edu](mailto:baiottok@missouri.edu) - 660-785-2530

#### **Mexico**

Johda Darby - [darbyjl@missouri.edu](mailto:darbyjl@missouri.edu) - 573-581-4874

#### **Mineral Area College/Park Hills**

Claudette Roper - [roperc@missouri.edu](mailto:roperc@missouri.edu) - 573-518-2266

#### **Nevada**

Jane Westerhold - [westerholdj@missouri.edu](mailto:westerholdj@missouri.edu) - 417-448-1212

#### **Lesterville**

Earlene Fox - [efox@lestervilleK12.mo.us](mailto:efox@lestervilleK12.mo.us) - 573-637-2202 ext. 3

#### **Portageville**

Ann Matthews - [matthewsam@missouri.edu](mailto:matthewsam@missouri.edu) - 573-326-0046

#### **Reeds Spring/Tri Lakes**

Nellie Lamers - [lamersn@missouri.edu](mailto:lamersn@missouri.edu) - 800-730-8272

#### **Weston**

Melanie Lintner - [lintnerm@wprii.k12.mo.us](mailto:lintnerm@wprii.k12.mo.us) - 816-640-2292

#### **Moberly**

Michele McCall - [michelem@macc.edu](mailto:michelem@macc.edu) - 660-263-4110 ext. 215

#### **Salem**

Ray Walden - [WaldenE@missouri.edu](mailto:WaldenE@missouri.edu) - 573-729-8163

#### **Winona**

Shawn Murphy - [inquire@eircom.net](mailto:inquire@eircom.net) - 573-325-4221 ext. 373

#### **Jefferson City National Guard**

Joanne Schroeder - [Joanne.Schroeder@mo.ngb.army.mil](mailto:Joanne.Schroeder@mo.ngb.army.mil) - 573-638-9500 ext.7625

### Other Locations:

#### **St. Louis Community College (SLCC)**

Randy Malta - [rmalta@slcc.edu](mailto:rmalta@slcc.edu) - 314-984-7814

#### **Jefferson College (JeffCo)**

Barb Brown - [bbrown@umsl.edu](mailto:bbrown@umsl.edu) - 636-797-3000 ext. 243

#### **St. Charles Community College (SCCC)**

Marsha Miller - [mmiller@umsl.edu](mailto:mmiller@umsl.edu) - 636-922-8675

#### **Southeast Missouri State University (SEMO)**

Bob Cron - [racron@semo.edu](mailto:racron@semo.edu) - 573-651-2309

Linn State Technical College (Linn St)  
Missouri Southern State College (MSSC)  
Missouri Western State College (MWSC)  
Northwest Missouri State University (NWMSU)  
Central Missouri State University (CMSU)  
Southwest Missouri State University (SMSU)  
Truman State University (TSU)  
University of Kansas (KU)  
Washington University (Wash U)  
Wichita State University (WSU)

\* Number in parenthesis indicate the approximate number of students the room can hold. Please contact our office if there are other locations which should be added to this form.

## UMSL ITV Ad Hoc Event Request Form

\*This form must be received 4 days in advance of the event.

<b>Event Title:</b>		
<b>Event Date:</b>		
<b>Start Time:</b>		
<b>End Time:</b>		
<b>Sites Requested</b>		<b># of Participants</b>
Originating Site		
1.		
<b>Other Sites</b>		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
*Provide IP address for each site if information is known.		
<b>Event Needs</b>		
Computer? <input type="checkbox"/> Yes <input type="checkbox"/> No	Handouts? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Document Camera? <input type="checkbox"/> Yes <input type="checkbox"/> No	Refreshments? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Videotape? <input type="checkbox"/> Yes <input type="checkbox"/> No	Laptop Hookup? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Wimba Classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No	Misc Needs:	
<b>Contact Information</b>		
Your Name:		
Department:		
Address:		
Phone #:		
E-mail:		
Signature:		
Please contact David Maczynski at the number below regarding costs for your specific ITV event.		
<b>Comments:</b>		

Please return form to: David Maczynski  
 One University Boulevard - 143 South Campus Classroom Building - St. Louis, MO 63121-4400  
[itv@umsl.edu](mailto:itv@umsl.edu)  
 Phone: 314-516-7636 - Fax: 314-516-6650

<b>Event Title:</b>			
<b>Original Event Date:</b>		<b>New Event Date:</b>	
<b>Original Start Time:</b>		<b>New Start Time:</b>	
<b>Original End Time:</b>		<b>New End Time:</b>	

## Change of Request Form - UMSL ITV

\*This form must be received before changes are made.

Please submit **ONLY ONE** event change per form.

*This form should be used to change an existing event that has already been confirmed.*

<b>Site Change Request(s) *</b>			
<b>Originating Site</b>		<b>Add</b>	<b>Remove</b>
1.			
<b>Other Sites</b>			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<b>*Enter only information that will be changed!</b>			

<b>Contact Information</b>	
<b>Your Name:</b>	
<b>Department:</b>	
<b>Address:</b>	
<b>Phone #:</b>	
<b>E-mail:</b>	

<b>Comments:</b>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"><b>Person Requesting Change:</b></td> <td style="width: 30%;"><b>Date:</b></td> </tr> </table>	<b>Person Requesting Change:</b>	<b>Date:</b>
<b>Person Requesting Change:</b>	<b>Date:</b>	

Please return form to: David Maczynski  
 One University Boulevard - 143 South Campus Classroom Building  
 St. Louis, MO 63121-4400  
[itv@umsl.edu](mailto:itv@umsl.edu)  
 Phone: 314-516-7636 - Fax: 314-516-6650

# itv links

**About ITV:**

<http://www.umsl.edu/technology/instructionalcomputing/distance/index.html>

**ITV Handbook (this handbook):**

<http://www.umsl.edu/technology/instructionalcomputing/docs/ITVManual.pdf>

**ITV Classrooms:**

<http://www.umsl.edu/technology/instructionalcomputing/classrooms/itv.html>

**ITV Policies:**

<http://www.umsl.edu/technology/instructionalcomputing/distance/itvpolicies.html>

**ITV Ad-Hoc Request Form:**

<http://www.umsl.edu/technology/instructionalcomputing/docs/UMSLITVScheduleRequestAdHoc.pdf>

**ITV Change of Request Form:**

<http://www.umsl.edu/technology/instructionalcomputing/docs/UMSLAdHocITVChangeofRequest.pdf>

**ITS:**

<http://www.umsl.edu/technology/instructionalcomputing/index.html>

**Online Faculty Technology Guide:**

<http://www.umsl.edu/technology/publications/factechguide>

**Video Release Form:**

<http://www.umsl.edu/technology/instructionalcomputing/docs/VidClassRelease.pdf>

