

**Faculty Handbook
for
Distance Learning
at
Patrick Henry Community College**



Table of Contents

<i>What is Distance Learning at Patrick Henry Community College?</i>	1
<i>Mission Statement and Philosophy</i>	1
<i>Intellectual Property</i>	1
<u><i>About Synchronous Distance Learning at PHCC</i></u>	1
<u><i>About Asynchronous Distance Learning at PHCC</i></u>	1
<i>Asynchronous</i>	1
Distance Learning General Policies, Administrative Rules and Procedures	1
Course Request, Approval, Development and Review Process	1
Faculty Responsibilities for Distance Learning Courses	2
Design Elements	3
Instructional process	3
Course Setup	3
Preparing a course for enrollments	3
Setting the Course Duration Dates	3
Setting the security access settings	4
Copy Course Materials into an Existing Course	4
Accuracy of the course material	4
Testing Policies and Procedures	4
Beginning of term checklist	4
End of term checklist	5
Required end of the term tasks	5
Suggested end of term tasks	5
How to Export a course	5
If you grant an Incomplete for students	5
Blocking the other students' access	5
Hiding your courses from your view	6
Support Services	
<i>BlackBoard Support</i>	6
<i>Faculty/Staff Email Support</i>	6
PHCC Email	6
VCCS Email	6

<i>Synchronous</i> - Compressed Video (Videoconferencing) for Instructors	7
<i>Using Compressed Video for Distance Learning</i>	7
<i>Things to know and do before the first class</i>	7
<i>Compressed Video Site Facilitator Responsibilities</i>	7
Test Proctoring Procedures	8
<i>Instructor Responsibilities</i>	8
<i>Compressed Video constraints</i>	8
<i>Equipment</i>	8
<i>Use of Visual Aids</i>	9
<i>Videoconferencing Etiquette</i>	10
<i>Planning a Lesson for Interactive Video</i>	10
Five Step Planning Process	10
<i>Delivery Techniques</i>	11
Communicate your expectations.....	11
Camera Presence.....	11
Encouraging Interaction.....	11
Questioning Strategies	12
Classroom Management Tools	12
<i>Library Resources</i>	14
Library.....	14
Internet Access.....	14
Student ID/Library Cards.....	14
Copiers/Printers.....	14
Loan Policies.....	14
<i>Tutoring Services</i>	15
Writing Center.....	15
Math Lab.....	15
Appendix A – Copy Course Material in BlackBoard	16
Appendix B – Rubric for Assessing Interactive Qualities of Distance Learning	18
Appendix C.1 – Student Evaluation of Compressed Video.....	20
Appendix C.2 – Instructor Evaluation of Distance Learning Technology	21
Appendix C.3 – Site Coordinator Evaluation of Compressed Video	22

Faculty Handbook for Distance Learning Courses Patrick Henry Community College

What is Distance Learning at Patrick Henry Community College?

Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous (same time) or asynchronous (not same time).

Mission Statement and Philosophy

Distance Learning supports the [mission of Patrick Henry Community College](#) by providing quality education that is accessible anywhere, anytime.

Intellectual Property

Patrick Henry Community College claims ownership of intellectual property produced by a PHCC employee under specific circumstances. All PHCC faculty and staff are directed to the Intellectual Property/Copyright page for definitions, policies regarding ownership of intellectual property, and stipulations of rights and responsibilities.

Synchronous

PHCC offers approximately 8-10 synchronous courses each semester using video-conferencing technology connecting the main campus and the off-campus sites in Franklin County and Patrick County. The college has the capability of offering and/or receiving synchronous courses using compressed video between all 23 of Virginia's community colleges

Asynchronous

PHCC offers three associate degrees, one certificate, six career studies certificates and approximately 100 on-line asynchronous courses. In addition, the college has approximately 10 hybrid courses. Hybrid courses provide students with an approach that combines face-to-face instruction and distance learning. As instructors integrate technology into their face-to-face teaching practices, the best of both types of instruction are combined to enhance the learning experience of the student.

Asynchronous

Distance Learning General Policies, Administrative Rules and Procedures

Faculty members teaching distance learning courses follow the same general college procedures, and administrative rules as faculty members teaching on-campus courses. Following is an overview of guidelines specific to distance learning. Please note that there will be variation in some procedures relative to synchronous and asynchronous.

Course Request, Approval, Development and Review Process

1. Faculty member consults with academic division dean to create and offer a hybrid course. The course must meet at least one-third (1/3) of the total contact time as a group. The remaining two-thirds (2/3) of the course MUST be accessible on BlackBoard.
2. Faculty member participates in a BlackBoard training course some of which is self-paced and conducted entirely on BlackBoard.
3. The instructor will compile their lecture notes from the F-2-F component and apply those to the Bb course as the term progresses.

4. The instructor will compile a FAQ section in the Bb course as the term progresses.
5. Once the course has been offered at least one term as a hybrid course, the students will be surveyed for their opinions of the BlackBoard component.
6. The faculty member may then submit the course to the Distance Learning Review Committee (DLRC). The committee will make suggestions and evaluate the course based on measurable objectives and determine if the course can be offered as a 100% asynchronous course.
7. The DLRC will appoint a peer to assist adjunct faculty in the DL creation of the course.
8. At the end of the first term of being offered as 100% asynchronous, the students will be surveyed and given the opportunity to evaluate the course.
9. After a positive evaluation the course may then be offered as the Division Dean deems necessary. The division dean has the authority to waive the hybrid offering under certain circumstances. The division dean will identify the circumstances in writing and submit to the Vice-President of Academic and Student Development Services for approval. The Vice-President of Academic and Student Development Services will notify the BlackBoard Administrator of the decision.

Faculty Responsibilities for Distance Learning Courses

Faculty developing and teaching distance learning courses must:

1. Meet with the division dean and complete the paperwork to begin offering a hybrid course.
2. Complete an orientation to distance learning. Complete the self-paced faculty BlackBoard training course and complete the course with a final average grade of 85%.
3. Create the course so that no more than two-thirds (2/3) of the total contact hours would be on BlackBoard, outside the regular classroom.
4. When the hybrid course is being offered, the instructor must begin creating online lectures for the F-2-F component and save those in BlackBoard.
5. The instructor must also create a FAQ in the course based on questions and issues raised in the course (both F2F and Bb sections).
6. The course must:
 - a. Be designed to require students to engage themselves in analysis, synthesis, and evaluation.
 - b. Maintain accuracy and currency of course content, instructional materials and delivery technology.
 - c. Provide detailed student course information that clearly states student requirements.
 - d. Use approved course development software.
 - e. Adhere to copyright law.
 - f. Ensure ample student interaction with faculty and other students.
 - g. Maintain weekly contact with each student.
 - h. Provide feedback to students within a reasonable time dependent upon the situation. E-mail responses should be made within 24 hours. If it is a test or assignment grade one-week is considered reasonable.
 - i. Have tests and other materials available and accessible to enrolled students within established due dates.
 - j. Develop safeguards to ensure enrolled students are submitting required assignments.
 - k. Allow students to use an approved proctor when necessary while maintaining test integrity.
7. At the end of at least one term of being offered as a hybrid course, the instructor will then present the course to the Distance Learning Review Committee. The DLRC will suggest changes, modifications, and rate the course. The DLRC will also assign a peer to work with the instructor in offering the course as 100% asynchronous.
8. Annually review distance learning procedures, courses and support services with peers, administrators and other distance learning staff or individuals.
9. Administer on-line student evaluation of course each semester.

Design Elements

- Identify the desired learning outcomes or course objectives
 - what knowledge will the students acquire?
 - what skills will the students learn?
 - what abilities of the students will be enhanced
- Develop learning outcome objectives in observable, measurable terms. Remember Bloom's Taxonomy (<http://www.teachers.ash.org.au/researchskills/dalton.htm>)
- Ensure learning outcomes are appropriate to the rigor and breadth of the course. .
- Develop the course using a modular approach. Small chunks of information addressing specific course objectives.
- Provide a variety of instructional modalities to accommodate varying learning styles.
- Provide as many opportunities for student-to-student and faculty-to-student interaction as possible. (Examples include: email, telephone, phone conferences, voicemail, chat rooms, web-based discussion, computer conferences, threaded discussions, etc.)
- Incorporate library assignments as much as possible.
- Incorporate written assignments as appropriate.
- Include at least two proctored assignments.
- Clearly state how course will be graded. (Rubrics information: <http://www.uwstout.edu/soe/profdev/rubrics.shtml#cooperative>)

Instructional process

Course Setup

Current academic policies require that distance learning courses be copied from time to time ensuring that the previous term material stays intact. This is a safeguard method as well as a record-keeping method. The Learning System Administrator (LSA) will retrieve a listing of scheduled distance learning and hybrid courses from PeopleSoft. The LSA will then create blank shells for each course. The new course will be designated with the term code (FA=fall, SP=spring, SU=summer and the two digit year). This new shell may have required elements as deemed necessary such as a link to important online resources and information for all students.

Preparing a course for enrollments

As soon as the instructor has access to a new blank course they should begin by copying material from previous courses. This accomplished through the **Course Copy** feature (See Appendix A).

After the material has been successfully copied into the new course the instructor should set the course duration dates. If the Course Duration Dates are not set correctly the student will not be able to access the course material.

Setting the Course Duration Dates

1. Go to your course
2. Click on Control Panel
3. Click on Settings (lower left of the screen in the Course Options area)
4. Click on Course Duration
5. Ensure the "**Select Dates**" is selected
6. Ensure the "**Start Date**" is checked
7. Set the **Start Date** to some date prior to Early Bird Registration.
8. Ensure the "**End Date**" is checked
9. Set the **End Date** to some date after the end of final exams (or the end of the course for nontraditional courses).
10. Click Submit to save the information.

The instructor should also set guest access to each area of their course. This information will transfer from one term to the next however it's a good idea to double check the settings. This opens the areas such as the welcome announcements and the course syllabus to visitors and prospective students while ensuring the security of tests and homework assignments.

Setting the security access settings

1. Go to your course
2. Go to the Control Panel
3. Click on **Manage Course Menu** (lower left of the screen in the Course Options area)
4. Click the **Modify** button beside each menu area
5. If the **Allow Guest Access** is checked then un-enrolled users can view those areas.
6. If the **Available for Student/Participant users** is checked then enrolled users can view the area.

Copy Course Materials into an Existing Course

Faculty should see Appendix A for detailed instructions on copying course materials into an existing course in BlackBoard.

Accuracy of the course material

For many first-time distance learning students the experience is frightening and filled with uncertainty. The accuracy of the information provided to the student in the beginning of the course is paramount. The instructor bears the responsibility of ensuring that their information is correct and accurate and that all dates are relative to the current/upcoming term.

Testing Policies and Procedures

The PHCC LRC Testing Center provides test proctoring services for Distance Learning Courses (both PHCC and other colleges) and Make-up tests for regular classes.

- ✦ Tests that are to be completed in BlackBoard and require a password, the instructor will email the password along with special instructions (use of notes, books and calculator) to the Testing Center staff.
- ✦ For paper tests, a Test Instruction cover sheet must be completed indicating any special directions (i.e., open book, Scantron, calculators allowed, etc.) for each test. Where possible these instructions should be placed on the tests/exams.
 - all testing materials must have: instructor's name, course title, course number (and for a distance learning course the section # **W1**), test number, and term.
 - adequate copies of the test along with answer sheets/Scantrons must be provided
 - make-up tests must have the student's name. The Testing Center staff will not give a student a make-up test that is not specifically for them *without prior approval* from the instructor.
 - testing materials must be received by the Testing Center staff in a timely manner so as to ensure delivery to off-campus sites.
- ✦ All students are required to show a picture ID prior to testing.
- ✦ Students wishing to take tests at one of PHCC's off-campus sites or other approved site must complete a Student-Proctor Agreement form.

Beginning of term checklist

Before the first day of class, the instructor needs to verify each of the following and adjust as necessary. This will ensure the students have a smooth transition into the course as well as reducing confusion for everyone.

1. Ensure the *course availability* is set in BlackBoard to YES.
2. Ensure that the course duration dates are set so the *start date* is at least one day prior to the beginning of the term and the *end date* is at least one day beyond the last day of final exams.

3. Ensure there is a welcome announcement that includes the instructor's name, name of the course, and the location of the course syllabus. Additional items could include a "Start Here" section will guide the student into the first assignment.
4. Ensure the syllabus is accessible to the student. The syllabus must include the minimum requirements for traditional courses. It is strongly suggested the syllabus be in a format that can be easily printed by the student.
5. Ensure that the first assignment is ready and complete.
6. It is strongly suggested that the instructor create a discussion area for the first week of class. This will start the students getting to know each other and fosters collaborative learning.

End of term checklist

There is very little that must be completed to close out your BlackBoard courses. In this section we will review those items as well as provide possible tasks.

Required end of the term tasks

If your course is finished and no students received an incomplete, all that is required is to ensure the course duration ending date is set to expire appropriately. The course duration starting and ending dates are used by BlackBoard to determine if the course should be shown to the students. If the duration dates are set and the current date is outside that range then the course is invisible to the students. It is always best to set the ending date to one day beyond the ending of final exams. This gives students ample time to copy off any material they wish to keep.

Suggested end of term tasks

One end of term option is to Export your course material. When you export your course you save a copy locally which can be saved to compact disc and uploaded back to BlackBoard later.

How to Export a course

1. Go to your course
2. Click on Control Panel
3. Click on Export Course (lower left of the screen in the Course Options area)
4. Choose the elements you wish to export.
5. Click **submit** on the archive course page.
6. Once the **receipt** page is opened, right-click the indicated hyperlink.
7. Choose **save as** and save the file to your hard drive.

If you grant an incomplete for students

Making the course available for students who are granted an incomplete is an option for distance learning courses. However it does require more work from the instructor. The instructor must extend the course duration dates, block access to other students, and insure that the student with the incomplete continues to have access.

Blocking the other students' access

In order to only allow access to the student(s) who was granted an incomplete you must block the access for the other students.

1. Go to your course
2. Click on Control Panel
3. Click on **List/Modify Users**
4. Click the **search** button
5. Click the properties button to the right of each student
 - a. Change the setting **Available (this course only)** to **NO**
6. Click submit
7. Click OK on the receipt page
8. Repeat steps 4 through 7 as necessary for all students

Hiding your courses from your view

As you teach more courses the BlackBoard My Institution page will show all of those courses. Many instructors like to hide the courses from the review which cleans up this page. This process will only hide the courses from the *My Courses* area. You may change those settings at any point.

1. Start at the *My Institution* page
2. Click on the small pencil in the my courses header
3. Turn off all checkboxes for the courses that you do not want displayed.

BlackBoard Support

PHCC provides direct BlackBoard support services to faculty and students. Currently the Distance Learning Webmaster offers the support services. The Distance Learning Webmaster can be contacted by phone or email or through the online support form located at <http://support.vcccs.edu>. The immediate method for support is to email Mark Nelson at mnelson@ph.vccs.edu.

Faculty/Staff Email Support

There are two different email systems being used for distance learning at PHCC. The first is the PHCC email, which is Microsoft Outlook and Microsoft Exchange which is an online system comparable to Outlook. The second system is maintained by the VCCS and is mainly used by students and adjunct faculty.

PHCC Email

The PHCC email addresses are typically the user's first initial & whole last name followed by @ph.vccs.edu. The PHCC Information Technology Services department manages and maintains the Outlook and Exchange Server. Any issues relative to the PHCC email system should be sent to the PHCC ITS help line at 0411 or helpdesk@ph.vccs.edu.

VCCS Email

The VCCS email addresses are made of some form of the user's initials and a running number. The ending of the address is @email.vccs.edu. Problems with the student email system should be sent to the Distance Learning Webmaster. The issues will then be sent to the VCCS Help Desk.

Synchronous Compressed Video (Videoconferencing) for Instructors

Using Compressed Video for Distance Learning

Patrick Henry Community College uses compressed video technology to deliver synchronous instruction to students at one or several off-campus locations as well as to other colleges within the Virginia Community College System. The college is fortunate to have access to some of the latest videoconferencing technologies. However, state-of-the-art equipment does not guarantee a valuable learning experience. Faculty members using compressed video need to understand the advantages and the constraints of the technology. Instructor planning has never been more important to effectively engage learners. Both full- and part-time faculty delivering instruction via compressed video are required to complete hands-on training with the Instructional Media Services staff. This handbook provides specific information on the equipment, instructional strategies, and responsibilities of both the faculty and support staff.

Things to know and do before the first class

All compressed video classes are required to have a BlackBoard component. The instructor must place the course syllabi and course outline in the BlackBoard account. It is recommended that all materials be placed in the BlackBoard account. These materials include handouts, slide presentations, pictures, maps etc.. As a contingency it is also recommended that all these materials be backed-up on the T-drive.

Instructors should familiarize themselves with all of the technology available in the room even if you don't intend to use it. Every component of the system ties in with the entire system so a problem with one device may directly affect another. If possible, observe a fellow instructor using the system during an actual class.

Make contact with the technical and administrative support at all sites scheduled to participate in your class. This will give you a chance to work out any details concerning test proctoring, attendance policies and classroom management. **Every site is required to have at least one site facilitator available for your class.**

Compressed Video Site Facilitator Responsibilities

The following responsibilities are to be done for every class, everyday.

1. Site Facilitator should check connectivity, camera angle, video quality and audio quality prior to the beginning of every compressed video class.
2. Site Facilitator should check in with the instructor for any remote site requests such as making copies, distributing handouts, taking up assignments and proctoring tests. This "check in" time should be as brief as possible as not to intrude upon the students valued class time.
3. Site Facilitator should encourage students to sit in such a manner that they can be viewed by the instructor. Many students may act a little camera shy but this is necessary to have full interaction with the instructor and other sites involved in the conference.
4. Site Facilitator should periodically check in on the class. This is necessary to help maintain order in the classroom. As people and classes vary this may be required less of some classes than others. Use your discretion (every 15 minutes or so with rowdy or loud classes and only when the instructor is located at a different site).
5. All classes are to be video taped and archived for a period of one week. After one week the tapes can be recycled. These archived tapes are to be made available to students as study tools.
6. Any problems with equipment, people, or responsibilities should be reported to David Dillard immediately. Office 276-656-0229 cell 276-732-6198.

Test Proctoring Procedures

1. All tests and quizzes that are a part of a compressed video class must be proctored. This means that someone other than a PHCC student must be in the same room with a student taking some assessment to prevent cheating and to provide any resource requested or approved by the instructor.
2. You are not responsible for any test, quiz or examination that is not provided to you as shown in item #4 of instructor responsibilities.

Compressed Video Instructor Responsibilities

1. Instructors must attend a compressed video workshop prior to teaching their first compressed video class.
2. Instructors are required to post Course Outline and Syllabi on their BlackBoard account.
3. Instructors must inform Instructional Media Services of any schedule change or cancelled class prior to the event.
4. Instructors are encouraged to use the BlackBoard assessment tool, Testing Services on the 2nd floor of the LRC or email tests to site facilitators for examinations, quizzes and tests. **SCHEV mandates that any examination must be proctored. It is a conflict of interest for a current student to proctor any assessment.** Support staff assistance is described in item #2 of Support Staff Proctoring Procedures under Support Staff responsibilities.
5. Report any problems to Instructional Media Services immediately. Ext 0444 on campus.
6. **Administer on-line evaluations half-way through the semester found at the following links:**

<http://dl.ph.vccs.edu/evaluation/cvsurvey/insteval.asp>

<http://dl.ph.vccs.edu/evaluation/cvsurvey/stdevaloffaculty.asp>

<http://dl.ph.vccs.edu/evaluation/cvsurvey/sitecoordsurvey.asp>

Compressed Video constraints

Since compressed video behaves differently than video most are accustomed to, resulting picture and sound may be different.

Video “ghosting” or “image softness” can make rapid motions appear jerky. Since resolution drops, the image may be fuzzy. To reduce these effects, reduce the amount of visual information by avoiding rapid motion, avoid wearing stripes, the color red and plaid clothing.

Audio delays can occur. Since there is no way to prevent the delay, learn to finish thoughts in a single statement with an obvious conclusion. Listeners should avoid interrupting and use visual cues (like nodding) instead of verbal affirmations (like “Uh huh”).

Audio “clipping” or echo might take place if the audio system isn’t properly configured.

If you encounter any problems, specifically anything out of the ordinary, contact the Instructional Media Services Dept at ext 0444 immediately. Don’t wait until the end of class. Usually any problem can be resolved in a relatively short period of time with out too much of a distraction in the classroom.

Equipment

Currently, videoconferencing equipment is located in West Hall 221, Workforce Consortium at Franklin Co., and at the Patrick Co. Site. This system may also be used to communicate with all of the colleges within the Virginia Community College System and theoretically anyone else in the world that has a broadband internet connection and compatible conferencing equipment. Videoconferencing systems give instructors a wide range of audio-visual equipment for class preparation.

Instructors should work with the instructional media services staff members when incorporating a variety of mediums in their courses. The following audio and visual aides are available for compressed video classes:

- Document camera
- Desk top computer
- Fax Machine
- In room telephone
- White board camera
- TI-80 presenter for calculators
- VCR
- DVD

1- 2 Hour
Faculty
Training
Required

Use of Visual Aids

Videoconferencing is enhanced through the use of visual graphics. PowerPoint presentations are excellent instructional tools to keep the class on track, emphasize key points and avoid the “talking head” syndrome that could develop. Use these design principles while designing visuals for your course (CAPE, 1999).

PowerPoint
instruction
available in
LRC

Keep it Simple and Uncluttered

Use White Space

Keep it Organized

Create a path for the eye. Organize from most to least important, from left to right and top to bottom.

Make Something Dominant. The students should be able to pick out the most important element immediately, because it is biggest, boldest, or brightest.

Orientation. Use landscape format when preparing slides and leave a 10% border to avoid cutting off your graphics.

Fonts. Try to avoid using Serif fonts such as “Algerian.” Although they look nice after printing, these fonts are difficult to read on screen. Use a font size between 18 and 36 points and boldface the text so it will be visible on screen. Recommended fonts include Arial and Times New Roman.

Tahoma is an excellent font to run through a scan converter into a TV system like the compressed video system.

Contrast. Try to use a light color for text on a dark background. Yellow text on a blue background works well for a better contrast on television monitors. **Avoid Red as a background and as a font.**

“The Rule of Seven.” In most presentations you want to limit your slides or documents to seven lines of text and seven words per line in order to keep your information and instruction manageable.

Another good rule of thumb: If you print out your slides, you should be able to place the printed paper on the floor and read it easily from a standing position.

Practice. It is a good idea to run through your presentation before class to check its appearance on the monitors.

Backup Plans. Prepare for the eventuality of technical problems by making available a paper copy of your presentation, overheads, and other presentation materials.

Videoconferencing Etiquette

Videoconferencing etiquette must be established by the users. Since most people have not experienced videoconferencing, they may not communicate as they would in a face-to-face situation. Participation by all is encouraged. However, it is important that speakers both faculty and students are not interrupted. Students at the remote site will want to see the face of the instructor speaking to them as well as while listening to them. Instructors should also use a close-up shot if a strong emphasis is required.

Take care
not to
interrupt
speakers

Instructors must remember that students at the remote site will always feel like they are interrupting when asking a question. Therefore, it is up to the instructor to speak directly to the remote site as often as possible and specifically ask the remote site if there are any questions.

Planning a Lesson for Interactive Video

Videoconferencing effectiveness is enhanced with the use of various presentation media such as videotape or DVD's, PowerPoint, and three-dimensional displays interspersed with live views of the instructor and the students. Flowing from one media to another to deliver the message creates a more active videoconference.

Five Step Planning Process (CAPE, 1999)

1. Learner Outcomes	What do you expect your learners to accomplish?
2. Strategies and Activities	How will you convey the topic (lecture, discussion, hands-on activity, etc.)?
3. Media Selection and Cues	What audiovisual aids will you use to support your instruction? Have you planned to cue them in? <ul style="list-style-type: none">• Document Camera• Audio clip• Video Clip• Slides• Documents on a PC• Power Point presentation• Internet
4. Handouts and Materials	Have you made arrangements to distribute handouts to students at all sites?
5. Time	How will you allocate time during the course period? <ul style="list-style-type: none">• Introduction• Content delivery• Information sharing• Hands-on activity• Discussion• Demonstration• Student interaction• Q & A• Student Presentations• Evaluation• Feedback• Assignments• Advising

Delivery Techniques (CAPE, 1999)

Orient students to the classroom equipment, procedures and protocol at the beginning of the first sessions and repeatedly throughout the first week or so. Assure them that they are not on broadcast television. **This is a classroom.** The home site and remote site(s) constitute **one single class**, not multiple classes electronically looking in on each other.

Communicate your expectations for the class on the very first day and emphasize that you intend to focus on creating interaction. Specify in your written syllabus the “etiquette” you intend to use through the semester. Instruct students on classroom protocol:

- Mute any open microphones when not speaking
- Don't wad papers or tap pencils near an open microphone
- Speak directly into the microphone
- Be aware of a slight audio delay, and demonstrate this for the students
- Establish procedures on pagers, cellular phones
- Speak up or hold up a book, a flag, or a hand if you want to make a comment
- Request that students remain in the same seat throughout the course

Explain what is happening as you move through your presentation. **Students learn well when information is organized into smaller pieces, so break your presentation into shorter segments.** Think through the basic elements of learning: Students will watch, listen, write, question, participate, present. How can you use available media to facilitate these activities? Determine length and sequence of activities based on your teaching style.

Camera Presence (CAPE, 1999)

While you are not expected to be Katie Couric or Dan Rather, there are a few things you should be aware of:

- Colors: Choose the color of your clothing carefully. Avoid reds, hot pinks and electric blues. Regular blues and bluer shades of green work well. Avoid high contrast stripes, plaids, and complex patterns, even on ties or jackets. No contrasts such as unbroken navy blue or black should also be avoided. Instructors with darker complexions should avoid white or bright colors.
- Jewelry: less is more. Do not wear jewelry that dangles or makes clinking noises.
- Make-up: it is not necessary to change anything you do currently.
- Eyeglasses: Be aware that lighting might cause glare. Check this on the monitor.
- Voice: Practice natural vocal delivery. Conversational pitch is optimal; it is not necessary to move up to the microphone. At some transmission speeds there is a slight audio delay. If that is the case, speak slowly until you become used to the delay.
- Posture: Good posture will look good on camera and will improve vocal range and diction.

Just as in your regular classroom, nonverbal interaction is a key element for engaging students. Make eye contact with the video camera and use close-up camera shots when you convey important ideas. Use appropriate and normal gestures. Vary the pitch of your voice and your facial expressions to avoid being a “talking head.” Speak clearly and maintain a moderate speaking pace so students at the remote site can understand you.

Encouraging Interaction (CAPE, 5-9)

The following suggestions are intended to encourage and motivate student interaction:

- **Initiate interaction** with students at the remote site within the first five minutes so that the students don't fall into a pattern of passive observation.

- **Integrate interaction** with activities or assignments prepared in advance.
- **Use the tools at hand** – document camera, VCR, computer slides – to increase your ability to provoke and stimulate student interest, attention, and interaction.
- **Invite all to participate.** Assign responsibilities to specific students in advance.
- **Increase student-to-student dialogue** and interaction as well as student-to-professor dialogue.
- **Wait time is important.** Remember that there is a slight audio delay. Allow a short silence while you await a response.
- **Clearly define discussion topics** and possibly assign them in advance.
- **Use written assignments,** case studies, or quizzes as a starting point for a discussion.
- **Do group work** on cameras.
- **Have students use the equipment** for individual presentations or panel discussions.
- **Use supplemental services** for the exchange of ideas – e-mail, fax, phone, BlackBoard.
- **Hold students as accountable** for learning protocols as they would be in any class. They must prepare, pay attention, ask questions, take notes, participate, study, and do work on time.
- **Greet students at the remote site.** Engage in a conversation before class begins the same way that you greet your students in a traditional classroom. This will make the setting more intimate and it will acclimate students to the video conferencing system in a more comfortable way than discussing just coursework. Great question: How’s the weather at your site?
- **Change locations.** If possible, visit the remote location and teach from there. It will give you and your remote students the opportunity to meet face-to-face. (Bronte Miller delivers math instruction via compressed video to Patrick County. She conducted her class from the Patrick site and was most pleased. She said the day she went to Patrick County, her students treated her like a famous television star.

Questioning Strategies (CAPE 1999, 5-10)

Suggestions for maximizing questioning and interaction in a videoconference class:

- **Protocol:** Establish the ground rules for questions during the first class. Some instructors have found that a “question sign” is an eye-catcher.
- **Personalization:** Assign seats and familiarize yourself with the class roster. Use the names of students at the local and remote site(s) when asking a question. Some instructors have found that name plates in front of each student are helpful at least in the beginning.
- **Team Activities:** Assigning colors to groups at each site is a useful strategy during a cooperative learning activity.
- **Group Participation:** Ask a student by name to survey his or her group for questions.
- **Auditory/Visual Learning:** Ask questions that appear in writing on the screen to enable students to both see and hear the questions.
- **Focus:** Ask one question at a time.

Classroom Management Tools (Cape 5-10)

- Make a master roster and seating chart; use it for the first several sessions or for guest speakers.
- Use names. It is a basic instructor skill, but it is particularly important at a distance.
- Open with an informal roll call. Use it as an occasion to get students from the remote site talking to the originating site.
- Look at the camera. Make eye contact with the camera lens. This will appear to students at the remote site as direct eye contact with you.
- Plan a videoconference technology orientation during the first class meeting. If you are new at this, admit it and relax.

- Remember not to do anything for the local site that you are not able to do for the remote site (for example, passing out a paper at the last minute without immediate plans to fax, e-mail, or post it on a web site for the students at the remote site.).
- Remember to send materials ahead. Should the videoconference go down, your students at the remote site will still be able to see graphics or notes on their own document cameras.
- Discuss protocols for possible system interruptions with students in advance of such an event.

This system of course delivery involves many different technologies, people and places. It is very important that we all communicate and work as a team to provide the best possible learning environment for the most important part of this, the student.

NAVIGATING A COMPRESSED VIDEO CLASS, SUCCESSFULLY!



Utilizing state-of-the-art equipment does not guarantee a valuable learning experience. Faculty members using compressed video need to understand the advantages and the constraints of compressed video technology.

Instructor planning has never been more important to effectively engage learners.

**Proper compressed video practices increase student retention by 40%.
How are your students doing?**

Make contact with the technical and administrative support at all sites scheduled to participate in your class. They are there to assist you with making your class a success.

- **Greet** students at the remote site. Use names, open with an informal roll call. **Look** at the camera. Plan an opening activity for interaction with remote site.
- **Request** that students remain in the same seat throughout the course. Sit in the front of the class, not all the way in the back. Helps with audio and visual.
- **The instructor** needs to speak directly to the remote site as often as possible and specifically ask the remote site if there are any questions. Participation by all is encouraged. Get them involved.
- **Remember** not to do anything for the local site that you are not able to do for the remote site. If handouts are being utilized, make sure that your remote site has them in **ADVANCE** for the class.

INSTRUCTORS MUST INFORM INSTRUCTIONAL MEDIA SERVICES OF ANY SCHEDULE CHANGE OR CANCELLED CLASS PRIOR TO THE EVENT.

This system of course delivery involves many different technologies, people and places. It is very important that we all communicate and work as a team to provide the best possible learning environment for the student.

Library Resources

Library - The Lester Library currently houses approximately 28,000 volumes, over 2,000 DVD/Videos, and subscribes to 136 periodicals. In addition to its print resources, the library provides access to a growing collection of electronic resources. Through its membership in VIVA, a state-wide consortium of colleges and universities, the Lester Library makes available over 200 full-text and index databases, offering more than 10,000 full-text journals and newspapers; 10,000 works of poetry and verse drama; and over 750,000 reports, pamphlets, as well as core reference E-books. Interlibrary Loan service is available for materials not owned or not available through the library's collection of databases. Microfilm archives of the Martinsville Bulletin (1915-) and the New York Times (1851-) are also available. The library provides reference service throughout its hours of operation and makes available virtual reference (real-time Web chat with a reference librarian) through LRC Live. The library welcomes community patrons, though some circulation and Interlibrary Loan policy restrictions may apply.

Internet Access - The LRC provides free access to the World Wide Web and other Internet services at selected workstations. Some restrictions may apply and, where applicable, signs detailing the restrictions are posted on individual workstations. The LRC building provides wireless access on both floors. Currently, printing is not available for wireless users.

Student ID/Library Cards - Library cards must be presented to check out materials. The first card is given to the student at no cost. There will be a \$1 charge for replacement cards.

Copiers/Printers - A photocopier is located in the front of the library (first floor of the LRC). Copies cost 10 cents a page. Printing is available to all library workstations from a network printer. Although there is no charge for printing, we ask that you limit your network printing to classroom or research assignments.

Loan Policies

- Books - Books in the circulation collection go out for 4 weeks, with one renewal. Reference materials do not circulate. The library may limit the total number of same-subject titles checked out to an individual patron at one time.
- Videotape/DVDs - circulate for 48 hours, with one renewal. Patrons are limited to two videos/DVDs titles per checkout.
- Periodicals - (magazines, newspapers, and journals) do not circulate.
- Reserve Materials are restricted to in-library use only and require a library card in order to check out. Access to Reserve materials is limited to currently enrolled PHCC students.
- Renewals - may be made in person or by phone. The following restrictions apply: Overdue material will no be renewed. Materials that have holds placed upon them will not be renewed. Once the renewal limit for a particular item has been reached, the material must be returned to the library.
- Returns - During normal hours of operation, please place returns in the circulation desk book return slot. If the library is closed, you may return materials in the book drop located at the entrance to the library.
- Overdue/Lost/Damaged Items - If a student has materials outstanding beyond the check-out date the student will be notified of the penalties to be imposed and will be advised that unless the materials are returned by a predetermined date the following actions will be taken:
 - ✦ transcripts, certificates, diplomas, or degrees will not be issued or released.
 - ✦ re-registration will not be processed.
 - ✦ In the case of community users of Learning Resource Center materials, the Business Manager will take appropriate action to have the overdue materials returned or paid for in accordance with the Code of Virginia.

The borrower assumes responsibility for all materials checked out on his or her card. Cost for damaged or lost library items will be determined by replacement value, when replacement cost cannot be determined, the following default costs will be used:

DVD	\$ 25.00
Videocassette	\$ 25.00
Hardbacks	\$ 35.00
Trade Paperbacks	\$ 15.95
Mass Market Paperbacks	\$ 10.00

Tutoring Services

WRITING CENTER - The Writing Center, located on the second floor of the Learning Resource Center, offers individual tutoring sessions for students seeking guidance in their writing skills. The goal of the Writing Center is to aid in the development of the individual writer, teaching skills to help the writer become more self-sufficient. Trained tutors are available during lab hours. This service is offered at no cost to the student. Appointments may be made by calling Angela Williams at 638-8777, ext. 455, or by email to awilliams@ph.vccs.edu.

MATH LAB - A place to go for FREE help with any Math class. Walk-ins during Math Lab hours (no appointment necessary) are the primary means of receiving math tutoring and are always welcomed. Scheduled appointments may be available for certain math classes by calling Student Support Services at 656-0296 or e-mailing the Math Lab at mathlab@ph.vccs.edu. Please start e-mail subject line with the word "mathlab."

Appendix A BlackBoard

Copy Course Materials into an Existing Course

Overview

The Copy Course Materials into an Existing Course page enables Instructors to copy content from one course into another they are teaching. Instructors can select areas, such as Announcements, Staff Information or Course areas to copy. Copy Course will add content to a course, but it will not remove existing content.

Find this page

Follow these steps to locate the Copy Course Materials into a New Course page.

- Step 1** Click **Course Copy** from the Control Panel.
- Step 2** Click **Copy Course Materials into an Existing Course** from the Copy Course page.

Destination Course ID

Enter a Course ID for the destination course or click **Browse** to open a Search function in a separate window.

Select course materials

Select the check boxes for each course area and tool in the course that should be copied into the existing course. The table below details what happens to each selectable option when the copy is performed.

Note: A Course Copy operation cannot be completed if the user does not select at least one of the following areas: Content, Staff Information or Settings. If none of these options is selected a warning will appear.

Course Material	Behavior when copied
Content	Copies course materials, including uploaded files, Learning Units, links, and Course Cartridge content (including content that is copy protected). Users may also select to include Course Information, Course documents, Assignments, and External Links.
Announcements	All Announcements are copied to the new course. This option must be selected or the links in Announcements to Assessments will be broken.
Tests, Surveys, and Pools	All Assessments and Surveys, including questions and options for deploying them are copied. All Pools are copied to the new course.
Calendar	All Calendar events are copied to the new course.
Collaboration Sessions	Collaboration Sessions.
Course Settings	Some Course Settings will be copied. See Course Settings below for more information.
Discussion Board	Discussion Board forums, including the initial posts in each forum, are copied to the new course.
Gradebook Items and Settings	Items in the Gradebook, and their settings, such as type, categories, and display options, are copied to the new course.
Group Settings	Settings include the names of the Groups, the settings for tool availability, and the Discussion Board forum names.
Staff Information	All Staff Information is copied to the new course.

Course Settings

When **Course Settings** is selected, certain settings are copied to the existing course. These include the following:

- Course Entry Point
- Course Design
- Course Banner
- Tools settings that do not exist are added. Existing settings are not overwritten.

The following settings are not copied as part of this operation:

- Course ID
- Course Name
- Course Description
- Course Availability
- Guest Access
- Observer Access
- Course Duration
- Enrollment Options

Resolving Course Menu items

When copying content and tools from one course to an existing course, the Course Menu must resolve itself in the destination course. The table below describes the how Course Menu items are resolved.

If . . .	then . . .
a Course area in the source course does not exist in the destination course	the area will be added to the Course Menu in the destination course.
the Course area in the source course and the Course area in the destination course have the same name and are of the same type (for example, External Links, Staff Information, or content)	the content from the source course will be added, but will not replace, the content in the area within the destination course.
the Course area in the source course and the Course area in the destination course have the same name but are of different types	the Course area from the source course will be added to the destination course under a different name. The new name will append an incremental numeral to the name (for example, Course Materials will become Course Materials1).

Links

Links to parts of a course that are not included in the copy will break when the links appear in the destination course. For example, if there is a link to a Test in a course area and Assessments are not copied, the link to the test will break.

Course Cartridge content

If the source course includes Course Cartridge content and the destination course does not have a Cartridge ID, the cartridge content will be copied to the destination course with the Cartridge ID assigned. This includes content that is copy protected.

If the destination course already has a Cartridge ID, neither the cartridge content nor the Cartridge ID will be copied from the source course to the destination course.

Select Enrollments

If **Enrollment** is selected, the list of users in the course will be copied. **DO NOT SELECT THIS OPTION!!!!**

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APPENDIX B

Rubric for Assessing Interactive Qualities of Distance Learning Courses (Roblyer and Ekhaml, 2000)

RUBRIC DIRECTIONS: The rubric shown below has four (4) separate elements that contribute to a course's level of interaction and interactivity. For each of these four elements, circle a description below it that applies best to your course. After reviewing all elements and circling the appropriate level, add up the points to determine the course's level of interactive qualities (e.g., low, moderate, or high)

Low interactive qualities	1 - 7 points
Moderate interactive qualities	8 -14 points
High interactive qualities	15-20 points

Scale(see points below)	Element #1 Social Rapport- building Activities Created by the Instructor	Element #2 Instructional Designs for Learning Created by the Instructor	Element #3 Levels of Interactivity of Technology Resources	Element #4 Impact of Interactive Qualities as Reflected in Learner Response
Few interactive qualities (1 point)	The instructor does not encourage students to get to know one another on a personal basis. No activities require social interaction, or are limited to brief introductions at the beginning of the course.	Instructional activities do not require two-way interaction between instructor and students; they call for one-way delivery of information (e. g., instructor lectures, text delivery).	Fax, web, or other technology resource allows one-way (instructor to student) delivery of information (text and/or graphics).	By the end of the course, all students in the class are interacting with instructor and other students <i>only</i> when required.
Minimum interactive qualities (2 points each)	In addition to brief introductions, the instructor provides for one other exchange of personal information among students, e.g., written bio of personal background and experiences.	Instructional activities require students to communicate with the instructor on an individual basis only (e. g., asking/responding to instructor questions).	E-mail, listserv, bulletin board or other technology resource allows two-way, asynchronous exchanges of information (text and/or graphics).	By the end of the course, between 20-25% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).

<p>Moderate interactive qualities</p> <p>(3 points each)</p>	<p>In addition to providing for exchanges of personal information among students, the instructor provides at least one other in-class activity designed to increase social rapport among students.</p>	<p>In addition to the requiring students to communicate with the instructor, instructional activities require students to work with one another (e. g., in pairs or small groups) and share results within their pairs/groups.</p>	<p>In addition to technologies used for two-way asynchronous exchanges of text information, chatroom or other technology allows synchronous exchanges of written information.</p>	<p>By the end of the course, between 25-50% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).</p>
<p>Above average interactive qualities</p> <p>(4 points each)</p>	<p>In addition to providing for exchanges of personal information among students, the instructor provides several other in-class activities designed to increase social rapport among students.</p>	<p>In addition to the requiring students to communicate with the instructor, instructional activities require students to work with one another (e. g., in pairs or small groups) and share results with one another and the rest of the class.</p>	<p>In addition to technologies used for two-way, asynchronous exchanges of text information, additional technologies (e. g., teleconferencing) allow one-way visual and two-way voice communications between instructor and students.</p>	<p>By the end of the course, between 50-75% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).</p>
<p>High level of interactive qualities</p> <p>(5 points each)</p>	<p>In addition to providing for exchanges of personal information among students, the instructor provides a variety of in-class and outside-class activities designed to increase social rapport among students.</p>	<p>In addition to the requiring students to communicate with the instructor, instructional activities require students to work with one another (e. g., in pairs or small groups) and outside experts and share results with one another and the rest of the class.</p>	<p>In addition to technologies to allow two-way exchanges of text information, visual technologies such as two-way video or videoconferencing technologies allow synchronous voice & visual communications between instructor and students and among students.</p>	<p>By the end of the course, over 75% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).</p>
<p>Total for each:</p>	<p>_____ pts.</p>	<p>_____ pts.</p>	<p>_____ pts.</p>	<p>_____ pts.</p>
<p>Total overall:</p>	<p>_____ pts.</p>			

Appendix C.1 – Student Evaluation of Compressed Video

Appendix C.2 – Instructor Evaluation of Compressed Video

Appendix C.3 – Site Coordinator Evaluation of Compressed Video

Appendix C.4 – Student Evaluation of Instructor for Compressed Video