This handbook is designed to give you the overview and skills necessary to effectively teach using the IDL rooms and equipment. The goal is to give students taking IDL courses the best educational experience possible.

Contact (608) 785-9107 or IMCservice@westerntc.edu for technical assistance.
Getting Started With IDL

The IDL rooms are programmed to automatically turn on and turn off their connections to the RLCs for scheduled IDL courses. Instructors do not need to worry about that. Make sure to take time prior to the first day of your IDL course to check out your IDL classroom and become familiar with its layout and the equipment. Don’t hesitate to contact the Western media services team with questions — (608) 785-9107 or IMCservice@westerntc.edu.

Plan time during the first day of your IDL class to review the equipment with the students at distant sites to remedy simple problems, such as adjusting volume, muting microphones, switching cameras, etc. Also plan on visiting each regional campus so that you can check the equipment first-hand. Sometimes students assume that bad audio or video is “normal.” Regularly ask for student feedback to make sure they are having a good IDL experience.

This photo shows an IDL room (307 Coleman Center) from the back of the room. Note that there are two cameras, one focused on the instructor at the podium and one that shows the students in the class. There are also a series of microphones suspended from the ceiling to pick up the voices of the instructor and students.

This photo shows an IDL room (307 Coleman Center) from the instructor’s perspective. The instructor’s camera is attached to the ceiling. Note the series of microphones suspended from the ceiling.

On the podium, you’ll see the document camera for projecting flat objects onto the monitors and the touch screen control panel that controls the technology in the room.

Each IDL room has a phone with the number to call for technical help.
IDL rooms are equipped with an electronic **Document Camera**. This device allows instructors to display printed and handwritten materials to their students locally and at RLC locations. Things to remember about the doc cam:

- The arm that the document camera itself is attached to can pivot side to side and tilt down to be out of the way when not in use.
- The **power button** and **doc cam selection button** are located on the base of the device.
- The **zoom control** is on the end of the suspended doc cam. There is also an **on-off switch** for the illuminating light for the base of the doc cam. It’s at the instructor’s discretion if the light is used or not when displaying materials.
- You can **adjust the focus** of the camera by pressing the orange button at the end near the zoom control and slightly turning the gray knob.
Touch Panel: Instructor Camera Controls

After touching the Instructor Camera button, you will see the display below. Notice the camera controls available to work with — Focus, Zoom, Tilt, and Pan. By default the camera focus is on Focus Auto which usually keeps the camera in focus. You can also zoom in and out, pan the camera left and right and tilt up and tilt down. Remember, once you have the camera positioned properly, touch “Send to Far End” so your students in the RLCs can see you.

Audio Control Panel

Clicking on the Audio Control button in the lower right corner of the touch panel screen will bring up the Audio Control Panel. Here you can control the audio levels for the Microphones, Computer, Laptop, and there is a Main audio control. Use the up and down arrows to raise and lower the audio levels. The Mute button will turn off the audio for each device. Remember to check this panel if you are having audio issues.
Student Camera

Touching the Student Camera button will bring up the Student Camera controls including focus, zoom in and out, and tilt and pan controls. Once you have the student camera positioned the way you want it, remember to touch “Send to the Far End.”

Computer

Touching the Computer button will select the instructor desktop computer to share the computer screen with your students. When you are ready to share your computer screen, remember to touch “Send to the Far End.”

Document Camera

Touching the Doc Cam button will select the document camera on the podium to share paper version of documents, images, or small whiteboard with your students. When you are ready to share the material on the doc cam, remember to touch “Send to the Far End.”
Laptop

Each IDL room has a HDMI cable to connect a laptop to the video projector and speakers. Touching the Laptop button will bring up the laptop screen. To share your laptop screen, remember to touch “Send to the Far End.”

Content Buttons

You can replace the student camera video on the monitor at a remote site with content from the PC, Doc Cam or Laptop by touching the appropriate Content button at the top of the touch panel. Then the button is touched, it will turn red and the content is automatically transmitted to the remote sites. You do not need to press “Send to Far End.”

When this is done, you will not see this content on your podium screen until you press either Computer, Doc Cam, or Laptop to preview the same information that is being transmitted to the remote sites. To revert back to your original video source, just press the red button to stop transmitting that content.
General IDL Suggestions

- **You can request to have your IDL class recorded by the IMC staff.** Contact 608-785-9107 or IMCservice@westerntc.edu to make the request.

- If possible, travel to each distance learning site that has students. The students really appreciate this and even tend to engage more in class after you have been to their site to meet them.

- Take time on your first day of class to help demystify the technology for yourself and the students. It will be well worth your time. Demonstrate how students can change monitor settings, adjust the volume, and mute their microphones. Allow students about five minutes to practice using the touch panel at their sites. Usually one or two students will volunteer to become your “technical assistants” at each site.

- Remind students at distance learning sites of the importance of communicating with you regarding any concerns with the video image or sound.

- Ask students to sit in view of the camera and near the front of the room.

- Ask students to say their name and campus when responding to questions. This will help you learn who they are and will help their classmates, too.

- Zoom in close enough on yourself so that students can see you clearly.

- Wear solid colors. Sometimes patterned clothing (checks, close stripes, loud plaids, etc.) tend to strobe on camera, which can be very distracting for your students.

- Remember to look into the camera occasionally as you are speaking so that the students at the distance learning sites will feel like you are talking to them. Our tendency is to look at the TV monitor because we are looking at the student but unless you look into the camera in the back of the room, it will not appear that you are looking at them from their perspective.

- There are small web/distance conference rooms at each RLC that you can schedule to have one-on-one meetings with students. Contact the office in the RLC where you need the room to make the reservation.

- It helps to start each class with an agenda. You can open the agenda on the computer and send that image to all campuses, or you could print your agenda and step through it using the document camera. Students also appreciate it if you post your agenda to your Blackboard site for them to refer to during class or print ahead of time.

- Address background noise right away – tapping pens, shuffling papers, whispers, or eating food can be loud and disruptive.

- When presenting material on the document camera or computer, the students at a distance cannot see you. Try to switch back to the instructor camera every 7-10 minutes or so, ask a question about the content you are covering for example, then switch back. If you are off camera too long the students at a distance become unengaged.

- To aid in the facilitation of class discussion, consider calling on one site at a time, i.e. “Okay Tomah, we’re going to start with you. What do you think the answer should be for number 5?”

- IDL students tend to wait a few seconds longer to respond when you ask a question to the class because they wait to see who else might answer. It can feel uncomfortable at first but, you’ll want to wait an extra three seconds or so longer than you would in a fully face-to-face class.

- Use a light colored piece of paper and a felt-tip pen or a small whiteboard when writing under the document camera. This will make it easier for the students to see what you are writing. There should be a small whiteboard with dry erase markers in each IDL room. If not, in La Crosse, let the IMC know. For the RLCs, let the front desk know.

- The system will deliver a message, “This conference is about to end.” when there is 5 minutes left to your scheduled class time. It is good practice to answer questions from the distance sites before you take questions from those at the site you are teaching from before you go offline. If the camera shuts down, you can continue the conversation by calling the remote classroom on the telephone.
Giving Tests & Quizzes

Giving tests and quizzes can present new challenges for the distance learning classroom.

Electronic Tests

If you are using a computer based test, consider using Respondus LockDown Browser to lockdown the web browser and disable access to the Internet and other applications on students’ computers while taking a test. LockDown Browser is installed on Western classroom and lab computers. If students are using their own laptops, they can download Respondus LockDown Browser from the link on the Blackboard login page: https://blackboard.westerntc.edu. You will also want to address the issue of cell phones. Some instructors ask students to place their cell phones in plain view during the test.

Paper Exams

Two ways a paper test for an IDL class is proctored.

1) **In class test:** RLC office staff print the test and place in a red envelope (alerting it is a test). A designated student picks up the red envelope when the instructor asks them to do so. The test is taken during IDL class time and monitored by the instructor. The completed test(s) are put back into the red envelope and delivered by a designated student to the office. The office processes by scanning/emailing to instructor or other way the instructor requests.

2) **Instructor can ask the RLC office to proctor the exam outside of class time.** Students need to set up a time with the RLC office staff as the proctoring is done in the RLC office in designated testing areas.

Handouts and Supplies

- You can send supplies for in-class work to each RLC via CESA delivery (schedule at: https://intranet.westerntc.edu/Pages/Shipping-and-Receiving.aspx). Allow about a week or more.
- You can request students to print out what they need for in-class work or you can ask that handouts be printed at each site using the IDL Material Request Form (bit.ly/IDL-request-form).
- Ask one student at the beginning of class to get the handouts for their class from the RLC office.

IDL Room Locations in La Crosse

- On the La Crosse campus, the IDL rooms are 301, 305, and 307 Coleman Center and room 402 in the Integrated Technology Center.

Technical Problems

- It is very important to address any technology problems right at the beginning of each class. There is a phone in each IDL classroom. Contact 608-785-9107 or IMCservice@westerntc.edu for technical assistance as needed. They do staff later into the evening but even when they are not staffed, they will have someone on call who will be paged.
- If you do not want the camera to flip to show the video from the site where the audio is coming from, you can ask IMCservice to “lock in” the site that you are instructing from.

Discussion Group Ideas

- For student group work during class you can ask sites to mute their microphones, allowing two or more distance sites to communicate. Give them a time limit to turn their microphones back on or use a bright colored sign to ask students to return to class. You could even allow groups to leave the room to work in other spaces at their campus, again giving them a time to return.
- Consider having students use the “pair and share” method where you let them talk to a partner at their site about the question you ask. Give students 3-5 minutes, then ask the whole class to come back together and discuss.
- You can have students present their group work during class. Have them come up to the instructor station at their site and switch the view from Student to Instructor to introduce themselves first. Then they can switch to the document camera or computer as needed. You can even have students draw on a flip chart and then hold it in front of the camera.

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