

A photograph of a man with white hair, wearing a light blue button-down shirt, sitting at a desk. He is pointing his right hand towards a computer monitor. The monitor displays a video conferencing interface with a grid of participants. The desk is cluttered with papers, a keyboard, a mouse, a water bottle, and a coffee cup. In the background, there is a potted plant and a framed picture on the wall.

# Lessons Learned for Live Video-Conferencing Class Meetings: Value Added Online Learning

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# Historical Perspective

- **ACED offers two undergraduate degrees as Online Bachelors Completion (OBC) programs in Office Administration & Technology and Human Capital Performance; Our MEd. in ACED is fully online; and our EdD in ACED has both online and hybrid classes;**
- **Quality Online Instruction is a challenge for both the instructor and the student ... perhaps especially the nontraditional adult student;**
- **Historically, critics of online instruction have pointed out its “impersonalization” of teaching and learning, isolation of students, and limited/artificial interaction between students and the instructor;**
- **These criticisms have merit ...**



# Andragogical Perspective

- **Active Learning;**
- **Personal Engagement & Relationships;**
- **Fostering a Community of Learners;**
- **Frequent Feedback;**
- **Relevancy of Learning;**
- **Contextual Learning;**



# Video Conference Planning

- **Set up the Collaborate Link BlazeView Classroom; (Was WIMBA)**
- **Prior to first Collaborate Class - Email students detailed instructions on logging-in and setting up their computers to operate the Collaborate program and test their computers for video and audio compatibility. Supply contact for VSU IT Helpdesk;**
- **Post an Announcement on your BlazeVIEW course home page about the upcoming Collaborate Class and ask students to log-in early;**
- **Pray**



# Video Conference Course Planning

- Consider the number of class meetings ... I have 7 class meetings during the semester ... I suggest at least once per month;
- Consider how long you wish to meet for each session ... I suggest a minimum of one hour to make the experience worthwhile ... I meet for Two & One-Half hours on a particular evening (6:30 pm – 9:00 pm);
- Examine course content to decide what content you wish to focus each Collaborate Class meeting and design activities to reinforce the learning of that content ... could be particular chapters in the text or set of readings ... or dedicated to particular activities such as projects and/or reports, e.g. Paired Analysis;



# Video Conference Class Session Planning

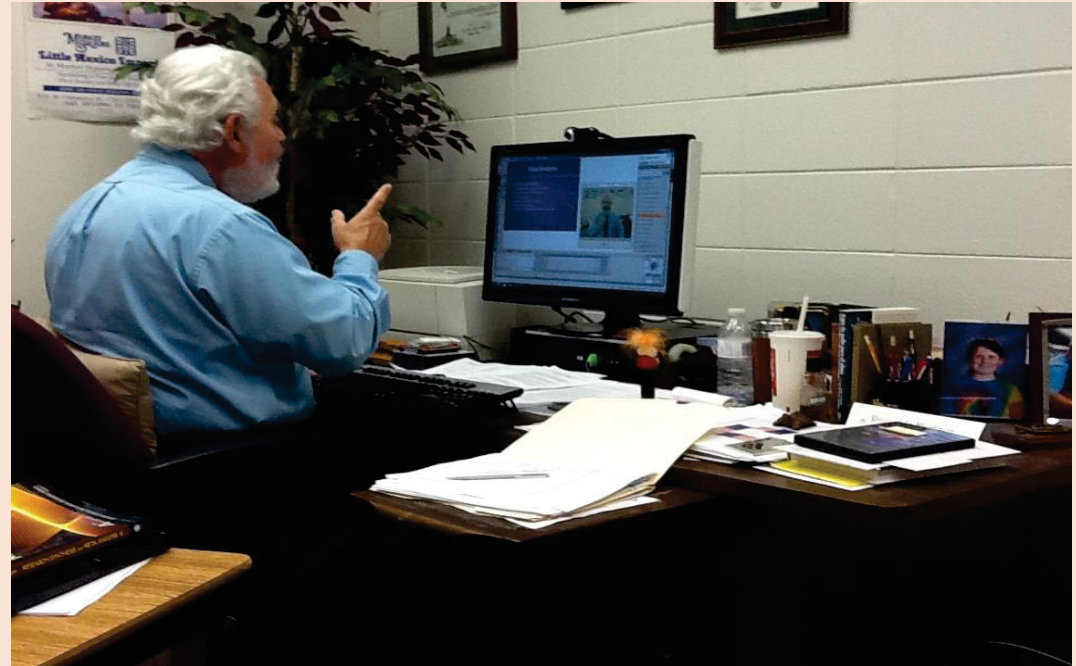
- Develop a “Run Down Sheet” for the class session that:
  - Lists the topics and/or activities in order
  - With approximate time frames
- Looks Like:

# ACED 7990 – Collaborate Class #2 – Feb. 2, 2016

1. **Welcome, Tech Test, Advanced Organizer ----- 6:30 p.m.**
2. **Announcements ----- 6:40 p.m.**
3. **Discussion of Chapter 1 ----- 6.45 p.m.**
4. **1<sup>st</sup> Research Analysis Rpt. (Tammy & Jasmine) ----- 7:10 p.m.**
5. **BREAK ----- 7:40 p.m.**
6. **2<sup>nd</sup> Research Analysis Rpt. (Wendy & Cindy) ----- 7:50 p.m.**
7. **Foundation Questions ----- 8:20 p.m.**
8. **Research Design Discussion ----- 8:45 p.m.**
9. **Adios Amigos! ----- 9:00 p.m.**

# Video Conference Teaching Techniques

- Need to set your camera to be at your eye level
- Must speak to the camera as if it is a person ... and it is ..
- Arrange Materials so that they are easily within your reach & eyesight:
  - Textbook
  - Handouts
  - Rundown Sheet
  - Class Roll
  - Student Work
  - Bottle of Water!
- Upload your PWPTs ahead of time
- Set a time piece that can be easily seen to keep track of time
- Begin the Archiving (Recording) right before you begin the class





# Video Conference Teaching Techniques

• Arrange your screen so you can easily see the following:

- Student List
- Chat Box
- White Board
- Yourself
- PWPT controls

The screenshot displays a Blackboard Collaborate video conference window titled "Blackboard Collaborate - CLASS 1 - JAN. 20, 2015". The interface is divided into several panels:

- PARTICIPANTS:** Lists the moderator Reynaldo Martinez and three other participants: Kathryn Brown 2 (Away), Rashae Oliver 1 (Away), and another Away participant.
- CHAT:** Shows a message from Reynaldo Martinez at 5:09 PM: "Welcome Everyone to ACED 7990! We will begin at 6:30 PM!". It also lists several other participants who have joined or left the room.
- Slide:** The central focus is a presentation slide with a blue background and white text. The text reads: "ACED 7990", "Analysis of Research in ACED", "Selected Tuesday Evenings", "6:30 pm - 9:00 pm", "Dr. Reynaldo L. Martinez Jr.", "Valdosta State University", and "PLEASE STAND BY".
- AUDIO & VIDEO:** Shows a video feed of Dr. Reynaldo L. Martinez Jr. speaking. Below the video are "Talk" and "Video" buttons.
- Page Explorer:** Shows a list of slides, with "Slide 1" selected. Other slides include "Slide 2", "Slide 3", and "Foundations of Research".

# Video Conference Teaching Techniques

- **Plan for the use of as many of the communication tools as possible to engage the students including:**
  - Survey tool
  - Chat Box to make comments, observations, answer questions you pose and posed to you
  - White Board to illustrate, visualize and reinforce learning during the class
  - Audio and Video mediums to have personal interactions
  - Breakout Rooms
- **Be ready to make adjustments when timeframes are busted!**
- **BEGIN CLASS ON TIME**
- **DO NOT GO PAST SCHEDULED CLASS ENDING TIME**
- **Would you Like to see an Example?**

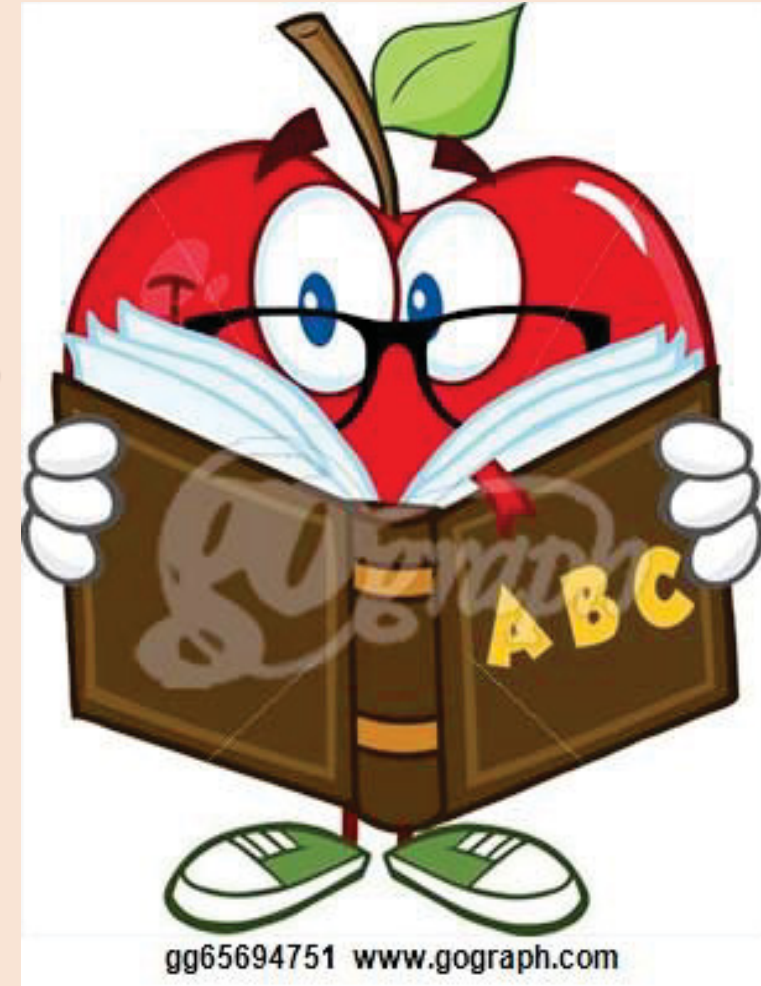


Student Comments to:  
“What were the best features about this course”

- **“Spent more time on Wimba and had a strong interaction with students.”**
- **“Dr. Martinez conducted very informative Wimba classes.”**
- **“Face to face interaction and hearing feedback from other classmates via webcam.”**
- **“Dr. Martinez explaining the topics.”**
- **“Discussions were interesting and designed in a way that required interaction and discourse.”**
- **“The online class meeting(s) were very helpful and gave a sense of connection not found in my other online classes.”**

# Lessons Learned

- **Must PLAN PLAN PLAN!**
- **Be Patient and Encouraging**
- **Build-In Interaction and Make it Count**
- **Pay Attention to Multiple items – Chat Board, PWPT, Your Notes, Time – Then React to what happens!**
- **You are having success when:**
  - **The majority of your class log-in 15+ minutes prior to the class beginning**
  - **The frequency of unsolicited interaction in the chat box and aloud**
  - **The comments are positive at the end of each class meeting in the chat box**





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