LIVE-streamed Instructor's Manual

U of R Studio Location: ED 186

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Revised July 2018
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What is LIVE Education?

When teaching via LIVE-streamed you instruction will be 'live'. You will have a technician in the control room during the time you deliver your course in the studio; you will have students in the classroom in front of you; and there will be students across the province joining in - either in their homes or in classrooms across the province.

Developing a LIVE-streamed Course

The development and delivery of a successful LIVE-streamed course involves a number of people working collaboratively as a team. As the instructor, you are the central member of this team. It is important to know that there will be people assigned to help you develop your course for LIVE-streamed delivery.

NOTE: Development time is needed to make sure the course’s desired learning outcomes match the components you include in your LIVE-streamed lecture and elements found in UR Courses. Instructors may apply for money to assist during this time if the development needed is major.

The people you will be working with include:

- Instructional Designer
- Assistant Instructional Designer
- Flexible Learning Division Program Manager and/or Program Coordinator
- Flexible Delivery Support Services Specialist
- Camera Operator support personnel from Audio-Visual Services.

More information about the roles these people play in the delivery of a LIVE-streamed course can be found later in this handout under ‘LIVE-streamed Support’.
About Off-Campus Students and Sites

Off Campus Students are full-time students, part-time students with full-time jobs, parents, life-long learners, students on U of R teams, student wanting flexibility, etc. Just like on-campus students, they are taking your course for a variety of reasons; as part of a program, as an elective, or for personal interest. For one reason or another they have chosen to pursue their university education while remaining in their communities. The majority of LIVE-streamed students are female (about 85%). The largest group of students are under the age of 25 followed by students who are between the ages of 25 and 34.

Each LIVE-streamed course, delivered via the LIVE-streamed eCast Network, could have off-campus students at up to about 20 sites in various locations across the province. The students enrolled in your course may be attending classes at some of these sites (each have their own section number and CRN) or at their homes through the YOURHOME OR7 section.

Each site location has a television monitor or a computer connected to a large monitor or projected onto a screen. There is a telephone in most classrooms, generally at the back of the room (the phone must be at a great enough distance from the television to avoid feedback sounds being transmitted over the television when students call in to you in the Regina studio (ED 186).

**NOTE**: Instructors are encouraged to use the UR Courses synchronous Chat or Forum tool to communicate with students during the LIVE portion of the class. Some classrooms also have a phone.

There can be as few as one and as many as 20 students per off-campus site. Each college site has a site attendant. It is the site attendant’s job to ensure that the classroom is open and that the equipment is working. At some sites, site attendants are in the classroom or nearby during the entire class. At other sites, they simply set up the classroom; turn on the equipment and leave.

Students at Home

**NOTE**: Instructors are encouraged to use the UR Courses synchronous Chat or Forum tool to communicate with students during the LIVE portion of the class. Some classrooms also have a phone.

As of May 1, 2015, LIVE-streamed classes will be delivered off-campus via Internet. This technology, allows students to access the LIVE-streamed lectures from their home rather than having to drive to an off-campus location like a regional college. Students accessing the LIVE-streamed class from their homes will be given a URL, username and password from the Flexible Delivery Support Services Specialist. The LIVE-streamed eCast Network also has the ability to record all classes and archive these recordings. These on demand sessions can be a great way for students to review information for an exam or if they’ve had to miss a class or experienced technical difficulties.
# LIVE-streamed Support

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<thead>
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<th>Job Title/Description style</th>
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<td>• Provide information about and assistance in adapting instruction for distance delivery</td>
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<tr>
<td><strong>ED 186 (LIVE-streamed classroom)</strong></td>
<td>• Assist in creating a syllabus &amp; develop a UR Course course site</td>
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<tr>
<td><strong>LIVE Technical Support SaskTel</strong></td>
<td>• Provide assistance with copyright of articles, videos, images and other resources</td>
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**Contact Information**

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<th>Name</th>
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**Technical Support**

- Note: If students are having any technical problems with LIVE and recorded sessions of LIVE, they are to contact the SaskTel Help Desk at 1-877-808-4726 not the instructor or the ED 186 Camera Operator.
Flexible Delivery Support Services Specialist

The Flexible Delivery Support Services Specialist is your link to your students who are taking the course at off-campus sites. This person tracks the off-campus students to ensure they are registered in the correct location, and records all incoming and outgoing course material; provides class lists and enrollment numbers to the instructor and the sites; handles course evaluations; arranges for final exam invigilation at the off-campus sites, and provides access to passwords for recordings of LIVE-streamed lectures when appropriate, to students (for example when students miss class due to illness, or transmission problems). The Flexible Delivery Support Services Specialist also arranges printing of final exams and distribution to the sites. Please ensure your exams are sent to the Flexible Delivery Support Services Specialist at least two weeks prior to the exam date in order to facilitate this.

LIVE-streamed Camera Operators – AV Services student, located in the studio

You will not be alone in the LIVE-streamed classroom. You will have a student camera operator there for the duration, recording the class. Make sure if you would like the toll-free studio phone number brought up for off-campus students to view or a visual aid left up longer, to convey this to your camera operator.

Specific duties of the Camera Operator include:

- Unlocking the door of the production studio (University of Regina ED 186);
- Starting up production system required to produce the signal;
- Contacting SaskTel to ensure that our signal is being received by SaskTel and SaskTel is ready to initiate the stream when class begins;
- Advising SaskTel of any studio technical difficulties before or during the production;
- Controlling cameras, switching, overlays, audio and other production equipment;
- Following the instructor’s directions with regards to what video should be displayed and for what duration;
- Assisting with operation of the instructor’s document camera, PC or microphone;
- Playing any video files required to support classroom instruction;
- Contacting technical support staff in the event of a system failure or other emergency;
- Reporting any studio technical problems to Audio Visual Services repair technicians.
The one thing your technician cannot do is to help off-campus students if there are transmission problems at their location. Technical and transmission difficulties can and do arise with LIVE-streamed courses. If students are having any technical problems with the LIVE-streamed and recorded sessions of LIVE-streamed, please contact the Sasktel Help Desk at 1-877-808-4726.

This telephone number is usually posted near the television/computer at each of the sites, on the screen, and in UR Courses. If students phone the LIVE-streamed classroom to report such problems simply remind them to call the LIVE Help Desk.

Site Support - Facilitators and Invigilators

The Flexible Learning Division and the Saskatchewan Regional Colleges are jointly responsible for hiring facilitators and final exam invigilators. Facilitators help facilitate in-class discussions at LIVE-streamed sites. The Flexible Learning Division hires facilitators for sites when requested by the instructor where there are eight or more students. An invigilator is hired for supervision of final exams (if there are no site facilitators).

Specific duties of facilitators include:

- Becoming familiar with the course content
- Facilitating discussions during class time;
- Distributing examinations;
- Invigilating final examinations;
- Helping students become comfortable using the telephone, chat or forums during LIVE-streamed classes and encouraging them to interact with the instructor and with students at other sites through this means;
- Keeping attendance if requested by the instructor, and notifying the instructor if there are chronic attendance problems.
- Phoning the technical trouble line (1-877-808-4726) if there are any difficulties with the reception of a LIVE-streamed class;
- Arranging for substitute facilitators if necessary;
- Maintaining regular contact with the instructor, via email or UR Courses (if applicable) to prepare for specific class activities, to share information and provide feedback to instructors.

Note: Midterm exams will no longer be invigilated. Midterms, quizzes and/or assignments will be conducted online in UR Courses. Talk with your assigned instructional designer regarding re-conceptualizing assignments and grades.
What is different from teaching a face to face course?

LIVE-streamed courses differ from face-to-face courses, therefore you have to consciously remember to use teaching strategies which include students at the receiving sites. There are also technical aspects that are different.

For example, you have to remember when writing on a blackboard or whiteboard to write largely and clearly enough that the students at the receiving site can read it.

However, the goal remains the same: you are trying to help students learn. Many techniques you use in a face-to-face classroom will continue to help you in a LIVE-streamed classroom.

What should I wear?

Wear clothes in which you feel comfortable and which reflect your personality. To make watching the television screen easier for your students, avoid:

- Small patterns in fabric—they create a jumping affect.
- Bold patterns, checks or strong contrasts can distract attention or the colors can bleed together.
- Noisy jewelry, such as dangling earrings or large necklaces, can clank against the microphone, causing a lot of ‘air’ noise.
- Scarves can muffle your voice or can even create a swishing sound!

Where should I wear the clip-on microphone?

The best way to know this is by practicing with the microphone ahead of time. You want it close to, and pointing towards, your face.

The Chalkboard and Whiteboard

- A frame is marked out with tape on the center chalkboard in the distance education studio.
- Stay within this frame when you are printing on the chalkboard.
- Your printing will then stay within the camera’s range without the camera operator needing to move the camera back and forth.
- Extra camera movement makes it hard for your students to concentrate on what you have printed on the chalkboard.
Example:

- Print rather than write.
- Make sure your printing in Powerpoint, on the computer monitor or on the whiteboard is large and easy to read.
  - Use dark colored pens.
  - Use white or yellow chalk.
  - Use different colors in a consistent and purposeful manner to organize your material.
  - Do not overuse colour.

**Instructional Tip for Visuals Remember...**

When presenting visuals:

- Leave them on for a longer time than you would in a face-to-face class.
- It takes more time for students to view material on the screen.
- Practice with your visual aids in advance of the LIVE-streamed course starting. It is strongly encouraged that you attend a practice session which can be arranged with your instructional designer and Steve Ziemer in AV Services.

**Note:** The display that appears on your computer screen may not look exactly the same on a receive screen—especially the colours.

**Use of PowerPoint & Font Size**

- Display items horizontally (landscape) rather than vertical (portrait).
- There are varying opinions on the best colour or colours to use for text and for background.
  - Certain combinations work very well - Light print colour text on a dark background, (i.e. white with black text or blue background with white text)
  - Experiment with colours, and test them on the television screen in advance.
  - Use different colours in a consistent and purposeful manner to organize your material.
  - Do not overuse colour.
- Select a minimum 24 point, bold, sans serif font (i.e. Arial).
- Use different fonts sparingly and consistently to organize your material.
- Keep your visuals concise and uncluttered.
  - It is difficult to see detail on a television screen.
  - Leave lots of space between letters and lines.
- Point form works best.
- Use a maximum of 6 lines of printed material per Powerpoint slide.
- Consider inserting blanks in your Powerpoint. Students can fill these in while you go through your presentation. This will encourage students to attend class and pay attention as you are teaching.
Communicating with Students during Class

In addition to the studio telephone located in ED 186, off-campus students can communicate with UR Courses Chat or Discussion tool if set up in the course site. The instructor should encourage students to call or chat questions during class. Email could be used outside of class. The following is a list of considerations for integrating two-way interaction into your LIVE-streamed course.

**Note:** Please consult with your assigned ID to explore other instructional opportunities for two-way interaction.

- In studio and home students can be hesitant to speak up in any class with fear of having their voice heard by other students across the province.
- Students at off-campus sites generally have to get up from their seats and move to the back of the classroom (or sometimes out of the classroom) to use the telephone. This takes time and they may be afraid of missing an important point while they are phoning. The UR Courses Chat tool may help in this matter.
- Off-campus students that do call in may see a delay in hearing their voice through the TV. This is because sound travels at a different rate down the telephone line than it does via the television. The result is an echo effect if you are listening through the telephone receiver and to the television at the same time (e.g. on the television you will hear your own voice delayed by a split-second.)
- When asking students a question give them time to get to a telephone and respond or to type a message in the chat.

**Note:** Meet and discuss your course content, requirements assessment and delivery with your assigned instructional designer will help you prepare for your LIVE-streamed delivery.

**Copyright**

All materials for educational distribution to students for LIVE-streamed courses, including print, video, audio, and materials obtained from an Internet site are subject to copyright clearance.

**Article Reprints**

You may have required readings that are journal articles, or an excerpt from a book. The best way to distribute these required readings is by including them as a PDF or link to them in UR Courses. Talk to your instructional designer for more information about Fairdealing Guidelines.

**Online Resources**

Printing and distributing materials from a web site without getting permission to do so violates copyright. Generally, it is ok to post a link to these sites from UR Courses.
Since copyright clearance can take months to obtain, advance planning with your instructional designer is necessary to ensure that the materials you wish to include in your LIVE-streamed course can be used.

**Images**

There are online image databases that contain images you might wish to show your students. Generally, it is ok to show images in a LIVE-streamed class but not to post these images to UR Courses unless permission has been granted to do so from a textbook publisher and/or third party vendor. Your instructional designer can help you to determine what permissions might be required to make an image available to students in UR Courses.

**Videos**

During your LIVE-streamed lectures, you may wish to show videos in your course. Generally, showing videos from Youtube or other public websites is ok. Sometimes, streaming rights is required from some video owners.

**U of R Copyright Website Guidelines & FAQs**

For more information on copyright, please visit the University of Regina's Copyright website: www.uregina.ca/copyright/. There will also be contact information on this website for the U of R copyright librarian.
Syllabus

It is a University of Regina requirement that students receive a course syllabus within the first week of your course. The Undergraduate Calendar- Academic Regulations the following items to be included:

- content of the course
- prerequisites for the course
- list of assignments and examinations, with due dates if possible
- grading scheme: weightings of the assignments and examinations
- instructor’s policy on attendance
- instructor’s policy on late assignments and missed examinations. **Note Any proposed changes to the grading scheme must be circulated in writing and consented to by the students registered in and attending the course.

Suggested Headings

1. Instructor Information: full name, title, office location, virtual office hours, office phone, email (preferred method of communication uregina.ca or UR Courses (email, no messaging etc.), response time for student inquiries, any restrictions (e.g. No responses on weekends), teaching assistant contact details.

2. Course Information: course title, course number, calendar description, credit hours, prerequisites, classroom location, hardware & software requirements (e.g. UR Courses, other, Adobe Connect), course goals & objectives.

3. Text, Readings, Materials: required computer requirements, course materials & textbook information (title author, date, edition, publisher, cost, where to buy). The U of R Bookstore has a student online ordering & delivery available.

4. Supplementary Readings: syllabus should indicate whether the readings are required or only recommended, and whether the readings are on reserve in the library or available for purchase in the bookstore.

5. Course Requirements & Purpose:
   - Course topics to be covered, course objectives & purpose.
   - Course Assessment including grade items, due date & grade - usually a simply chart
   - A detailed extension of the Course Assessment section which outlines expectations for each grade item and any rubrics which will be used.
   - Instructional methods used (e.g. Synchronous and Asynchronous activities),
   - Course Calendar/Schedule (weekly schedule of topics). Headings to include could be Week, Unit, Assignment, and Due Date. **It is important to state the schedule is tentative and subject to change depending on the progress of the class.
   - Any required special events needed to be included (invigilated final, mandatory chat sessions, guest speaker).
   - Invigilated final exam date and time which is set by the Registrar. All final exams in LIVE-streamed courses will be scheduled. Exams are to be invigilated (pen and paper), and not done online. The only exception will be for take home exams, midterms, projects or papers. These do not have to be invigilated.
6. **Course & Department Policies:** attendance or presence online, special needs, plagiarism, U of R honesty & integrity policy, class participation, missed exams or assignments, available support services (ex. Library, UREAD, writing services).

- **Department and/or Faculty specific department information**
- **Student Accessibility:** Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, telephone 306-585-4631, e-mail accessibility.centre@uregina.ca
  Final exams for students in Arts classes must also be arranged through the Arts Accessibility office.

7. **Technical & Administrative support numbers & emails.**

8. **U of R Academic Integrity Policy:**

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student’s work, it must therefore be clear which ideas and words are the student’s own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people’s ideas or words. Students should be aware that, while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.

**LIVE-streamed Considerations**

- How assignments are supposed to be named (student & assignment name), and the desired format (.rtf, .docx, .pdf).
- Consider the syllabus a road map for the LIVE-streamed/blended course. The syllabus should be visible on the first level - or one click away.
- Inform students if plagiarism detection software will be used, example, Turnitin.
- Consider time zones depending on location of student enrollment.
- Because participation can be a large part of an online course, participation expectations should be defined. (e.g. Is it posting to the discussion board X times per week).
- Providing additional resources if using other web 2.0 technologies (Skype, YouTube, Turnitin).
- A detailed course schedule in chart or book form helps to keep students organized. This detailed sequencing is important (e.g. Do you prefer students follow a chronological order of topics or can they meander and respond to previous weeks?).
- When content or discussion topics will be released and any lock dates that will apply.
- If the course is blended, include specific information regarding which course activities will take place in the on-campus classroom, and which in the online classroom.
Lesson Overviews

Learners find it helpful to know what they will learn in each lecture and how to prepare for each class. You should include introductory elements to orient the learner (e.g. overviews and learning objectives), a list of required readings, the topics to be covered in each lecture, and details on assignments. These categories are described in more detail below.

Orienting the Learner

Providing learning cues when orienting learners allows them to understand the purpose of each lecture or the sections of a lecture and draws their attention to key components. These elements can include learning objectives, overviews, guiding or study questions, and a list of key terms or concepts. A combination of methods can be used to help learners focus on the appropriate material and to clarify learning expectations.

Required Readings

State which sections of the text or which articles should be read before each class.

Assignments

General Guidelines

The major reason for including assignment information in the syllabus is that distance students have to do more advance planning than on-campus learners do. They have to deal with time lags in accessing library materials, which can take up to two weeks from when they contact UREAD (see the section on UREAD for more information). In addition, they have to deal with the potential difficulties in finding an opportunity to contact the instructor to discuss ideas or questions relating to the course.

Try to be as clear and complete as possible in your instructions and expectations about assignments. You may allow time in class for people to ask questions about the assignments. However, instructors have often said they were short of time during their LIVE-streamed lectures so you may not have sufficient time to discuss the assignments during class.

Assignment Due Dates & Submission

Assignments are submitted by students using the UR Courses Assignment tool. The assignment can be downloaded by the instructor for comments and feedback. The instructor then uploads this feedback file for student viewing. All students are responsible for submitting their assignments on time, through UR Courses. If you are unfamiliar with the UR Courses Assignment tool, please discuss this with your instructional designer.
Additional Considerations

Course Text(s)

Textbook ordering is the responsibility of the academic department. As an instructor, you must inform your instructional designer and the department Administrative Assistant of your own department of the name, author and edition of your textbook(s) by the following dates:

- Early May - for courses beginning in September
- Mid-September - for courses beginning in January

Flexible Learning Division office staff will contact your department Administrative Assistant to discuss how many textbooks should be ordered. The department Administrative Assistant can help you with textbook ordering.

Include full bibliographic information for the required text(s):

- Author
- Name of book
- Date of publication
- Edition
- Publisher
- ISBN

Students order the text(s) from the Bookstore by phone or online.

You may also wish to recommend additional materials that are not required but which the learner may find useful (e.g. a recommended atlas for a geography course). Be sure to state that these materials are not required, only suggested.

**Note:** All final exams will be invigilated at the nearest regional college location. Starting in Winter 2016 all midterm exams and/or quizzes will be done online in UR Courses.

University Information

Your Faculty will have a policy or practice that ensures that all its students are informed about University of Regina Policies on Students with Student Accessibility, Academic Dishonesty, as well as other University guidelines included in the information distributed in face-to-face classes. Your syllabus is the vehicle for you to distribute this information to your off-campus students, so please include these documents or refer students to the Centre for Student Accessibility at [www.uregina.ca/student/accessibility/](http://www.uregina.ca/student/accessibility/) for accessibility issues and to the Undergraduate Calendar for other information on student responsibilities and information.
Final Exams

Unlike assignments, final exams are sent by Xpress Post to the sites by the Flexible Delivery Support Services Specialist. An invigilator is hired for each site by the Flexible Learning Division to invigilate the exams, if you wish that exams be invigilated. After exams are completed, they are returned by prepaid Xpress Post to the Flexible Delivery Support Services Specialist.

More information on the parameters around invigilation can be found in section 5.7.5.1 of the Undergraduate Calendar.

You may also decide to have a take-home exam instead of an invigilated exam. Discuss this with your instructional designer.

Course Evaluations

The Flexible Learning Division adds end-of-course evaluations to all LIVE-streamed courses sites. The results are intended to provide information so that adjustments to the course can be made if needed. Evaluations are designed to give feedback to everyone who is involved in the delivery of the course: the instructor(s), the camera technician, and the Flexible Learning Division. Students will be able to complete the final course/instructor evaluation anonymously online. With permission from the instructor, Flexible Learning Staff will insert a link to the survey in UR Courses near the end of the course. Results from the evaluations are distributed to the instructor after final marks are submitted.
Checklists

Preparing for Your First LIVE-streamed Class

- I have recorded and reviewed a short presentation by myself, and:
  - I can look the camera "in the eye";
  - My writing on the blackboard or whiteboard can be read easily;
  - My speaking voice is clear and easy to understand.
- I have met with my camera operator, and talked about how we are going to work together.
- I have practiced using the microphone.
- I have tried out my visual materials on the document camera ("Elmo"), and adapted any which are hard to view or read. (See the section on use of the document camera, pp.18 of this manual.)
- I know whom I can ask for help, feedback, and moral support. (Teaching by television is a big challenge, and takes a lot of work!)
- I have obtained copyright clearance for any copyrighted materials that I am using —this includes videotapes, audiotapes and visuals to be used during my LIVE-streamed class time.

First Few Weeks Checklist

Here is a checklist of things to remember as you get used to teaching your LIVE-streamed class:

- Plan interaction right from the start - involve the students who are in front of you and those who are at off-campus sites.
- Plan a low-risk fun exercise (or multiple exercises) for getting students at off-campus sites comfortable with phoning in and interacting with you and with students at other sites. Spend a little time orienting your students to learning in the LIVE-streamed classroom. You may wish to invite your instructional designer to attend your first class to do this.
- Let students know how and when they can contact you outside of class time if they have questions or problems.
- Review some video clips of your classes to assess how it is going. If you tend to be hard on yourself, ask someone (like your instructional designer) to review them with you to help you see what you have done well.
- Take some risks to see what works for you and your students, and to learn from what doesn't work.
- If your students will be using the library for assignments, consider inviting a librarian to one of the first classes to give a short orientation to library services including access to e- resources and information about UREAD for distance students.