Suggestions for Integrating VS Students into Your Interaction and Collaboration Activities

The purpose of this document is to offer suggestions for managing interaction and collaboration that include face to face students, students at remote sites, and Video Streaming (VS) students. VS students inherently experience a delay in receiving the video and interacting during class. Without planning on the instructor’s part, this would essentially take VS students out of sequence with the instruction. By the time they respond, a minute or more may have passed. Review the following options and feel free to contact the Center for Learning Technologies (clt@odu.edu) for additional details, to ask questions, or to offer more examples of how you have managed interaction and collaboration with VS students.

INTERACTION

Working definition – in-class communication between the instructor and students, and between students, that is not goal or project focused (i.e. an open discussion about a learning point).

1. Question and Answer Period: “Queuing” the questions will help prevent having the instructor stop in mid-presentation and go back to a previous slide or point. The question period would typically occur at a logical stopping point (such as completing the presentation of a learning objective). This lends itself more to a lecture-mode presentation and the instructor should stop for questions fairly often (perhaps every 15 minutes or so).

   How to: Instruct local and televised students to make notes and hold their questions until you ask for them. Instruct Video Streaming (VS) students to text their questions at any time using “Communicate with Instructor” in the Video Streaming Student Interface, but advise them that you will answer their questions during the Question and Answer period. Then, when you pause to ask for questions, you can poll the students in the classroom, the students at distant sites, then answer the queue of remaining questions in the Virtual Instructional Assistant (VIA) or in reverse, you could address the VS student questions first, then poll the classroom and distant site students or vary the order.

   Tip: In order for you to identify questions quickly on the VIA, you may ask the VS students to preface their questions about your presentation with a word or character such as “QUESTION” or “Q” or “??”

2. On-Going Discussion: On-going “interrupt me anytime” discussion is more challenging to facilitate during class with Video Streaming students, particularly if your focus on subject matter or demonstrations changes rapidly. You may want to consider a few options in class: (1) use groups to conduct discussion and receiving a report from each group, (2) call on students by name, (3) build in “wait” time for VS students to participate, (4) invite your teaching assistant, when you have one, to join the VS students to help facilitate discussion in their participant chat or by stating their remarks in class as a proxy, (5) migrate active discussion to an online format such as threaded discussion or online chat when feasible and appropriate.
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3. **Phone-In:** If your class is a very small class using 2-way video, ATS may be able to support having the student call in during class using a land line or cell phone.

   *How to:* Talk with the Control Room Supervisor on call during the time your class is taught to see if this option is available. If it is, they will provide instructions for you and your students.

   *NOTE:* This service is very limited and will not be available to all classes for a variety of reasons.

**COLLABORATION**

Working definition – in-class or out-of-class communication between the instructor and students, and between students, that is goal or project focused (i.e. group project).

**1. Group Collaboration DURING Class:** Students can be organized into working groups during class to conduct in-class activities. Each of these groups can then report the result of the activity to the class as a whole. Some methods for defining groups are listed below. Using this “in-class” method, classroom and remote students will typically be organized geographically.
- Divide the students in the classroom into small groups
- Remote sites with adequate numbers of students can act as independent groups by site
- Remote sites with too few students to be a group can become a working group during class by utilizing the classroom audio bridge while the classroom and other sites turn down the volume on their receiving sets. *Contact the Control Room Supervisor on call during your class time to arrange this IN ADVANCE.*
- Video Streaming students may have two options – one that is text based and one that is a synchronous online meeting. For example, VS students can use the “Participant Chat” to collaborate with each other for group discussion and post the results of their group activity using the “Communicate with Professor” option, both in the student interface. If the group activity requires collaborative writing or working with software or developing a presentation, for example, something other than dialog, your VS students may be able to use an online meeting tool such as Adobe Connect during class and then report the results in the VIA. *Plan ahead and make the appropriate online meetings available to your VS students and provide opportunities for training and practice IN ADVANCE.*

**2. Group Collaboration OUTSIDE Class:** For collaboration outside the normal class time, you could consider using groups in Blackboard with chat, discussion board, and file sharing, or using Adobe Acrobat Connect Pro online meetings. Either of these methods would allow the students to meet in groups which are arranged by criteria of your choice such as topic interest or randomly – not limited to geographic location.