

WEB CONFERENCING CLASSROOM OVERVIEW

An Introduction to Web Conferencing Seminar and Lecture Rooms

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LAND ACKNOWLEDGEMENT

While we are coming together today in a virtual space, it is important to recognize the physical space that connects us and brings us together. The University of Guelph and its campuses are situated on the treaty lands of the Mississaugas of the Credit and lands that the Anishinaabe, Hodinöhsö:ni', Lūnaapéewak and Wendat peoples have inhabited for centuries. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. By acknowledging the land, we reaffirm our commitment to decolonization and reconciliation with Indigenous peoples and our responsibility to the land on which we live and learn.

AGENDA

- Web Conference Classroom Basics
- Web Conference Lecture Rooms
 - Overview and Considerations
- Web Conference Seminar Classrooms
 - Overview and Considerations
- Support and Resources
- Optional Q&A (until 11am)
 - Feel free to stick around & ask questions if you have any

WEB CONFERENCE CLASSROOM BASICS

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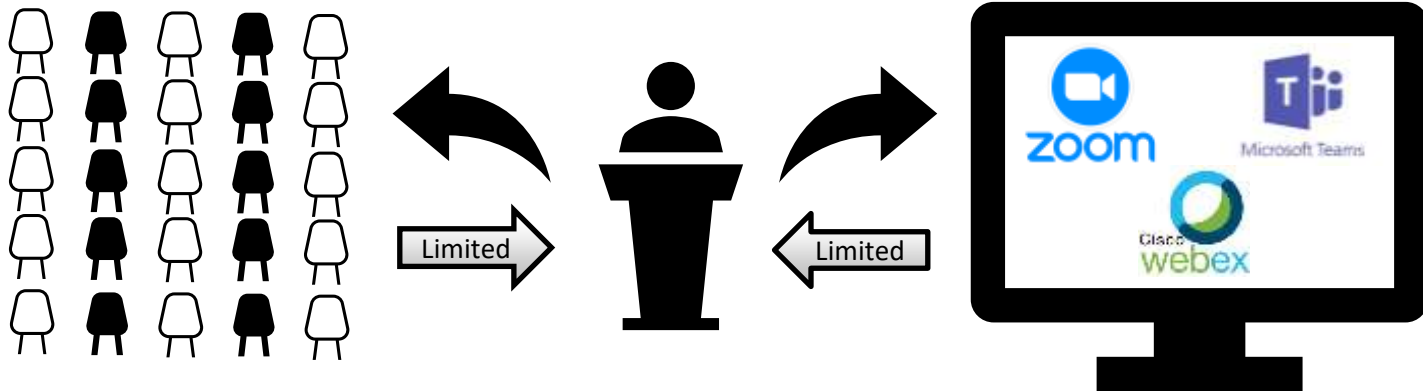
WEB CONFERENCING ROOM TYPES

- There are two distinct room types
 - Web Conferencing Lecture Rooms (Hybrid)
 - Web Conferencing Seminar Classrooms (Flipped)
- Both serve a similar basic goal
 - Allow students to attend class synchronously either remotely or in-person
 - Provide the option to the instructor to record the lecture/seminar
- However, the technology in each room type does vary slightly, allowing for different experiences

ROOM TYPES PROVIDE DIFFERENT EXPERIENCES

Web Conference Lecture Rooms (Hybrid)

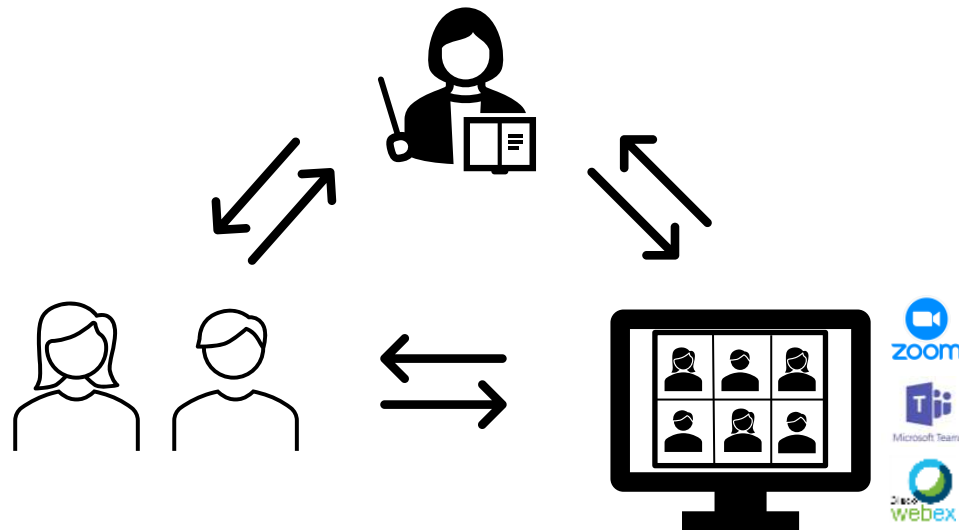
- Intended to replicate traditional lecture delivery
 - Communication is *mostly* one-way
 - Instructor to students (remote and in-person)
 - Some limited instructor-student interaction



ROOM TYPES PROVIDE DIFFERENT EXPERIENCES

Web Conference Seminar Classrooms (Flipped)

- Intended to replicate the traditional seminar experience by allowing for more interaction between:
 - Instructor and students (remote and in-person)
 - Remote students and in-person students



WHICH ROOMS ARE WEB CONFERENCING ROOMS?

Lecture Rooms (25)		Seminar Classrooms (14)	
ALEX 100	MCKN 120	CRSC 116	MCKN 230
ALEX 200	MCKN 121	CRSC 117	MCKN 232
ALEX 218	MCLN 102	MAC 149	MCKN 234
ANNU 156	MINS 106	MACS 121	MCLN 101
MACN 105	RICH 2520	MCKN 224	MCLN 107
MACN 113	RICH 2529	MCKN 226	MINS 300
MACS 209	ROZH 101	MCKN 228	ROZH 105
MCKN 29	ROZH 102		
MCKN 31	ROZH 103		
MCKN 115	ROZH 104		
MCKN 116	THRN 1200		
MCKN 117	THRN 1307		
	WMEM 103		

- Available through central booking
- Managed and supported by OpenEd's CTS team

NON-CENTRALLY BOOKED ROOMS WITH WEB CONFERENCING CAPABILITIES

Lecture Rooms	Seminar Classrooms
FS 128	ALEX 265
SSC 1303	CRSC 307
SSC 2315	JDM 319
	MAC 232
	MCKN 114
	MCKN 132

- These rooms are not supported by CTS but were outfitted in consultation with CTS and have similar equipment & capabilities
- They are booked through and supported by their departments

WHAT TECHNOLOGY WILL I NEED?



- Laptop
 - Windows 10 or MacOS
 - USB-A 3.0 or USB-C connection
 - USB-C to USB-A adapter available in room
 - Installed driver from DisplayLink



- **Not Supported**
 - Tablets/Mobile devices (Android/iOS)
 - Wireless connections

WEB CONFERENCE LECTURE ROOMS

Overview

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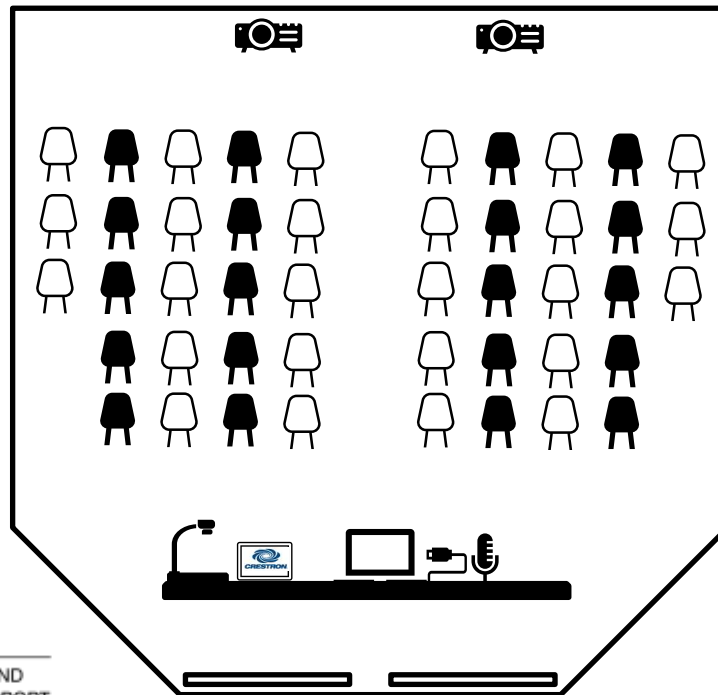
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WEB CONFERENCE LECTURE ROOM OVERVIEW

- When you enter the room, it will look very familiar
- You'll have all the same options that you had before

Lecture Hall



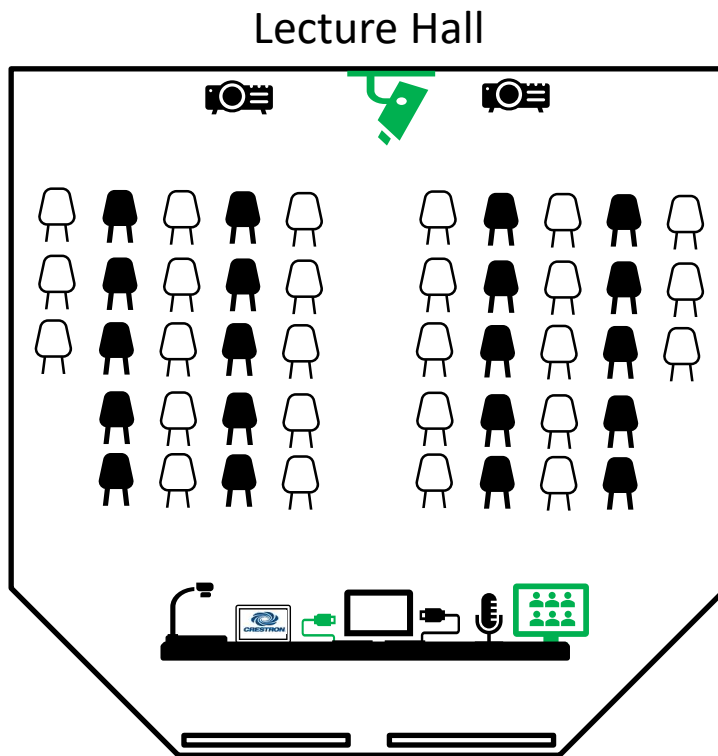
Standard Components

- Projectors and screens
- Document camera
- Microphone/Lapel Mic
- HDMI/VGA Connection
- Room Touch Panel (Crestron Controls)

Instructor Provides

- Laptop (+ HDMI converter dongle, if required)

WEB CONFERENCE LECTURE ROOM OVERVIEW



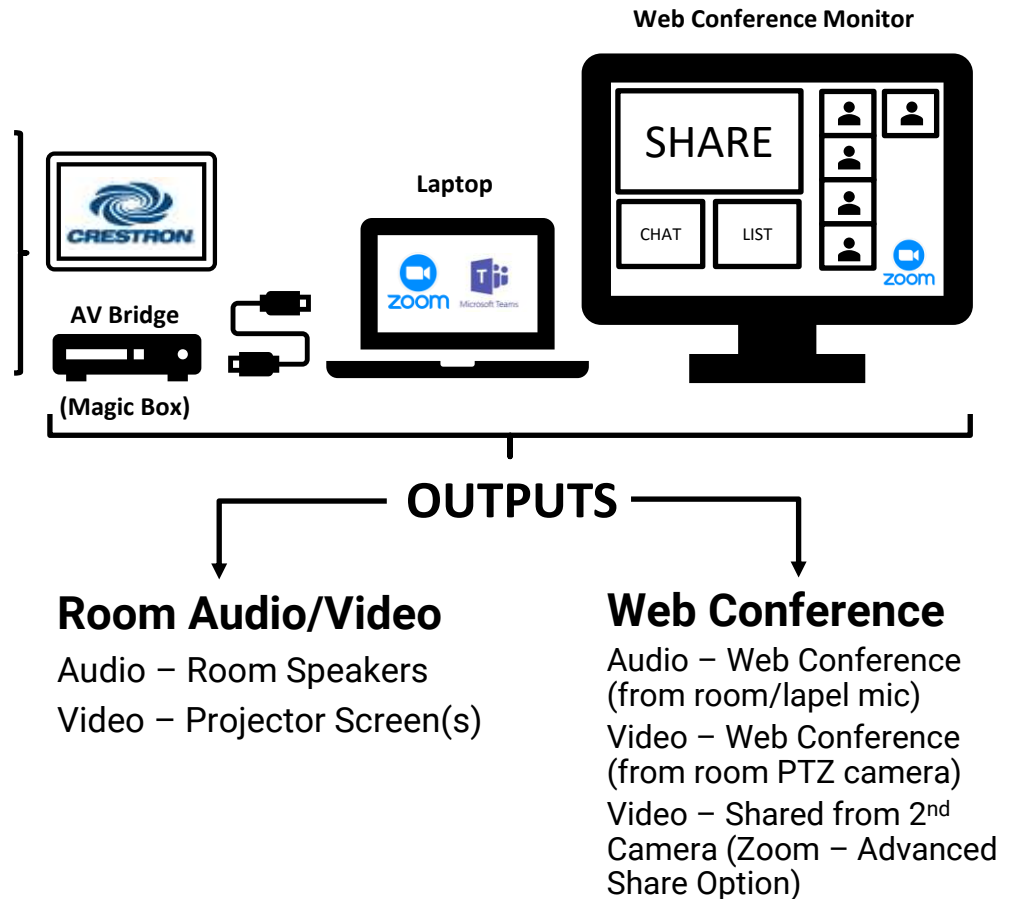
What's New?

- Instructor-facing pan/tilt/zoom (PTZ) camera
- Web Conference monitor
- USB connection (connects the room audio/video to your computer)

WEB CONFERENCE LECTURE ROOM OVERVIEW – HOW DOES IT WORK?

Room AV Sources

- Audio – Lapel Mic
- Video – PTZ Camera
- Video – Web Conference (USB)
- Video – Document Camera
- Video – DVD Player



WEB CONFERENCE LECTURE ROOMS

Considerations

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WEB CONFERENCE LECTURE ROOM CONSIDERATIONS

As you begin your planning the semester and learn more about your teaching space, we'd like to encourage you to consider the following:

1. Setting classroom expectations (in-person & virtual)
2. Building a sense of community
3. Creating a backchannel for student communication
4. Engaging students in active learning

Together, these considerations work towards creating equitable learning experiences for all students in your course.

SETTING CLASSROOM EXPECTATIONS

- Establish your classroom expectations on the first day and provide students with clear guidance
 - What do you expect of your students?
 - What can they expect of you?
- What web conferencing technology will your classes use?
 - Zoom versus Teams?
- Do all students need to be connected to the web conferencing technology?
 - Video and audio options?
- How will students let you know they have a question?

BUILDING A SENSE OF COMMUNITY

- Engaging with students in both environments can present some challenges, particularly in large courses
 - *i.e.*, multiple people in the same room on the same video conference can produce audio feedback
- Many of the strategies from the previous remote semesters can help
 - Weekly [CourseLink announcements](#)
 - Virtual office hours
 - [CourseLink Intelligent Agents](#)
- Consider how the asynchronous portions of your course can complement the live component and build community
 - *E.g.*, group discussions via CourseLink

CREATING A BACKCHANNEL FOR COMMUNICATION

- Create a space for students in both environments to ask questions and share ideas
- Benefits students in both environments
- Consider your management strategy
 - Have a TA or student monitor as the “voice of the chat” who can ask questions
 - Build in short 5-minute breaks for you to check in with the backchannel before moving on to new content
- Resource: [Using a backchannel in in-person synchronous classes](#) (Office of Teaching & Learning)

ENGAGING STUDENTS IN ACTIVE LEARNING

Many of the strategies that worked for remote learning will also work in hybrid environments

- Think-pair-share
- Polling
 - Zoom, Poll Everywhere, Mentimeter, Top Hat, etc.
- Live, collaborative annotations
 - Zoom, Office 365, G Suite, Hypothes.is, etc.
- Word clouds

WEB CONFERENCE SEMINAR CLASSROOMS

Overview

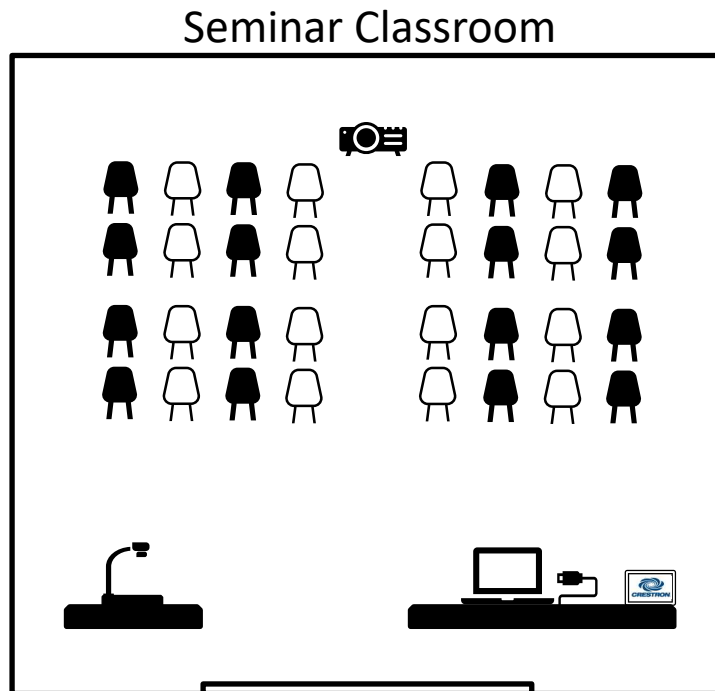
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WEB CONFERENCE SEMINAR CLASSROOM OVERVIEW

- You'll have all the same options that you had before



Standard Components

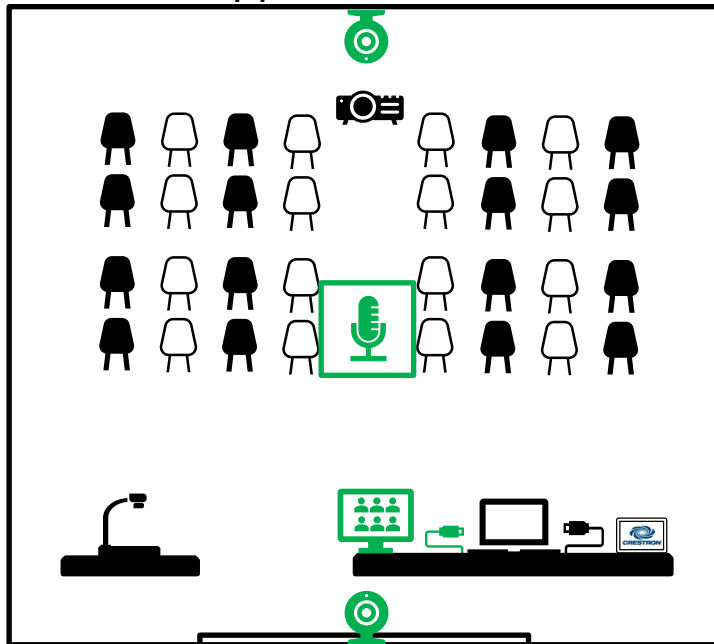
- Projector and screen
- Document camera
- HDMI/VGA Connection
- Room Touch Panel (Crestron Controls)

Instructor Provides

- Laptop
(+ HDMI converter dongle, if required)

WEB CONFERENCE SEMINAR CLASSROOM OVERVIEW

Flipped Classroom

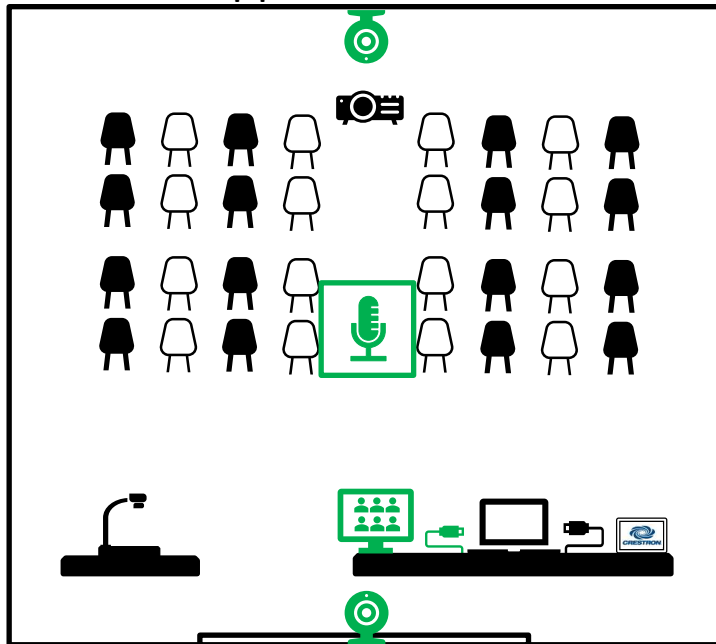


What's New?

- Instructor-facing PTZ camera
- Student-facing PTZ camera
- Ceiling beamform microphone
- Web conference monitor
- USB connection
(connects the room audio/video to your computer)

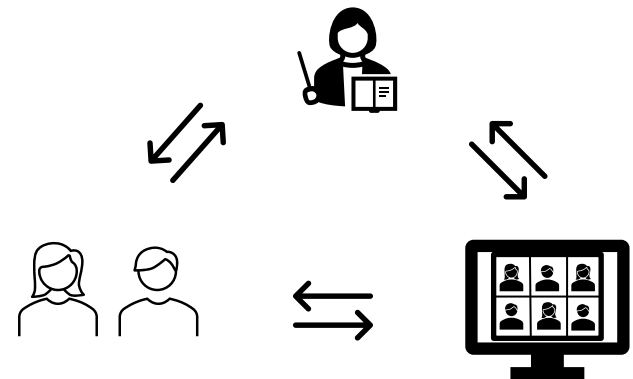
WEB CONFERENCE SEMINAR CLASSROOM OVERVIEW

Flipped Classroom



Only in Web Conference Seminar Classrooms

- Student-facing PTZ camera
- Ceiling beamform microphone



WEB CONFERENCE SEMINAR CLASSROOMS

Considerations

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WEB CONFERENCE SEMINAR CLASSROOM CONSIDERATIONS

Many of the considerations discussed for the hybrid lecture room are also important for the seminar classroom. However, given the more interactive nature of this space, we'd like to add the following:

1. Group work opportunities
2. Facilitating a live classroom discussion

GROUP WORK OPPORTUNITIES

- With smaller class sizes and additional technology, it may be possible to facilitate groups containing in-person and online students
- Use breakout rooms and classroom space
 - [Zoom breakout rooms](#)
 - [Microsoft Teams breakout rooms](#)
- Consider roles for each student within a group (*i.e.*, scribe, time manager, presenter, accuracy checker, etc.)
- Keep students accountable with sharing to collaborative documents

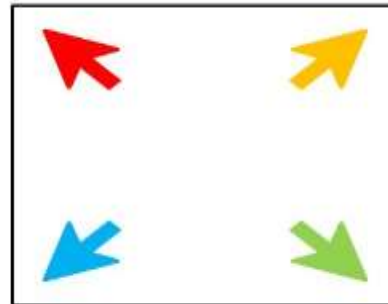
FACILITATING A LIVE CLASSROOM DISCUSSION

- The addition of the beamform microphone and student-facing camera allows in-person students to be seen and heard by online students
- Discussion types to consider:

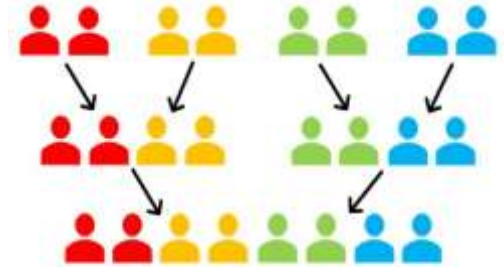
Fishbowl



Four Corners



Snowball



- Other options include hot seat, philosophical chairs, etc.

FACILITATING A LIVE CLASSROOM DISCUSSION

- Regardless of the type of discussion chosen, structure and preparation will be key
 - Try an interactive whiteboard for students to identify their stance and then ask for a speaker
 - Try the raised hand option to order online speakers
- Establish clear ground rules for participation
- Encourage reflection for those students not actively participating in the discussion (*i.e.*, fishbowl)

WEB CONFERENCE CLASSROOMS

Events, Resources, and Support

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UPCOMING EVENTS

- **Web Conferencing Classroom Workshop**
 - Dec. 2nd, 2-3 PM in MCKN 226
 - ITS team demonstrates the full setup process on Mac/ PC
 - [Workshop Registration](#)
- **W22 Web Conferencing Classroom Orientations**
 - Sessions available January 4, 5, 6 (location TBD)
 - Walk through the setup process on your own computer with an ITS on hand to assist and answer questions
 - [Orientation Sessions Registration](#)
- **W22 Just-in-Time Web Conferencing Classroom Drop-In**
 - Can't make it to an orientation? Stop by our Drop-in session on Jan. 7th, 9-11:30 AM (location TBD)
 - [Drop-in Registration](#) (optional, but appreciated)

RESOURCES

1. Review recordings of past events

- [Web Conferencing Classroom Events page](#)

2. OpenEd's Demonstration Classroom in Day Hall

- Explore the technology/practice
- Test your computer with the assistance of CTS
- Work with an ITS to integrate the technology with your teaching
- [Demonstration Classroom Booking Form](#)

3. Web Conferencing Classroom Support Documentation

- Detailed and quick guide instructions for Mac and PC
- Available online through CTS' [Classroom Profiles](#)
- Hard copies available in the classrooms
- [Direct Support Documentation Link](#)

ADDITIONAL RESOURCES

1. The big list of class discussion strategies. Cult of Pedagogy (October 15, 2015), <https://www.cultofpedagogy.com/speaking-listening-techniques/>
2. Active learning in hybrid and physically distanced classrooms. Vanderbilt University Center for Teaching (June 11, 2020), <https://via.hypothes.is/https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>
3. Group roles: maximizing group performance. Centre for Teaching Excellence, University of Waterloo, <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-roles-maximizing-group-performance>

SUPPORT CONTACT INFORMATION

- **Classroom Technical Support**
 - Support for any technical issues that arise in the classrooms
 - Phone: 519-824-4120 x52778
 - Email: cts@uoguelph.ca
- **Instructional Technology Specialists**
 - Pedagogical support for classroom technology
 - Email: insttech@uoguelph.ca
 - Consultation request form: bit.ly/UG-ITS-Consult