



July 20-24, 2015

with follow up dates on

- October 20, 2015
- January/February 2016



[123vc.pbworks.com](http://123vc.pbworks.com)

### **Collaborative Tools Used in Jazz Environment**

Jazz Reflections: <http://123vc.wordpress.com/>

Small Group Work: <http://123vc.pbworks.com>

Today's Meet: [https://todaysmeet.com/2015\\_123VC](https://todaysmeet.com/2015_123VC)

Photos: <http://www.flickr.com/photos/123vc>

Instagram: #123VC2015

### **Description:**

Experience videoconference project simulations and learn effective collaboration techniques to enrich your curriculum with interactive experiences for many curriculum areas. This training is team taught by leaders in K-12 videoconferencing. Participants will leave with a plan for a student project during the next school year.

### **Collaboration Outcomes:**

Shared objectives; Sense of urgency and commitment; Dynamic process; Sense of belonging; Open communication; Mutual trust and respect; Complementary, diverse skills and knowledge; Intellectual agility



123 VC: Jazzing Up Your Curriculum with Videoconferencing Handbook by Jazz Leadership Team is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 United States License.

Based on a work at <http://123vc.pbworks.com> formerly hosted at <http://www.123vc.org>.

Permissions beyond the scope of this license may be available by contacting the lead facilitators.

# Table of Contents

## Overview

- Preparing Yourself for 123VC..... 6
- Connections for July ..... 7
- Schedule for July ..... 9

## How To

- Where Can I Find? ..... 11
- Roll Call Script..... 12
- Instagram..... 13
- Google Drive ..... 14
- PBworks..... 15
- How to Use Your Polycom Remote ..... 17
- How to Use Your Tandberg Remote ..... 19
- Connecting to Lifesize Cloud..... 21
- How to Use Life Size Video System..... 22
- Partners and Project Sites ..... 26

## Projects

- Monster Match ..... 28
- Animal Exchange ..... 29
- Community Exchange ..... 30
- Read Around the Planet..... 31
- Math Marvels Academic Challenge ..... 32
- MysteryQuest Beaches ..... 36

ASK Program (Authors, Specialist, Knowledge) .....	42
<b>Small Group Work</b>	
Small Group Overview and Instructions .....	49
Participant List for Small Groups.....	58
<b>Local Activities</b>	
Yearlong Planning Guide .....	60
Collaborations Around the Planet (CAPspace) Scavenger Hunt .....	61
My Distance Learning Action Plan (Quad View) .....	62
<b>Guest Speakers</b>	
Content Provider Note-Taking Guide.....	64



# Overview



## Preparing Yourself for 123 VC: Jazzing Up Your Curriculum with Videoconferencing

We are delighted that you have signed up for this workshop. Jazzing Up Your Curriculum with VC is a highly interactive, collaborative workshop.

To prepare for this experience, we suggest that you complete the following tasks before the class starts. These are in order of importance. *If you have trouble with any of these tasks, don't worry! We'll help you when you come.*

### 1. Get a Google Account

In the workshop, you will use Google Docs to collaboratively work with other participants. For now, sign up for a Google account, using whatever email account you can access during the summer or at the workshop, either school or personal. (If you already have a Google or Gmail account, then bring your username & password to the workshop.)

- Visit [www.google.com](http://www.google.com) and click on **Sign In** in the top right corner.
- Click on **Create One for Free** and fill out the form.
- Write down your username & password to bring to the workshop.

Username: \_\_\_\_\_

Password: \_\_\_\_\_

### 2. Activate Schema & Build Background Knowledge

- <http://123vc.pbworks.com> > Click "Preworkshop Materials" under the Main Menu at the top left of the page.
- Visit several resources
- Begin thinking about the impact that videoconferencing conferencing can make for the students you serve.

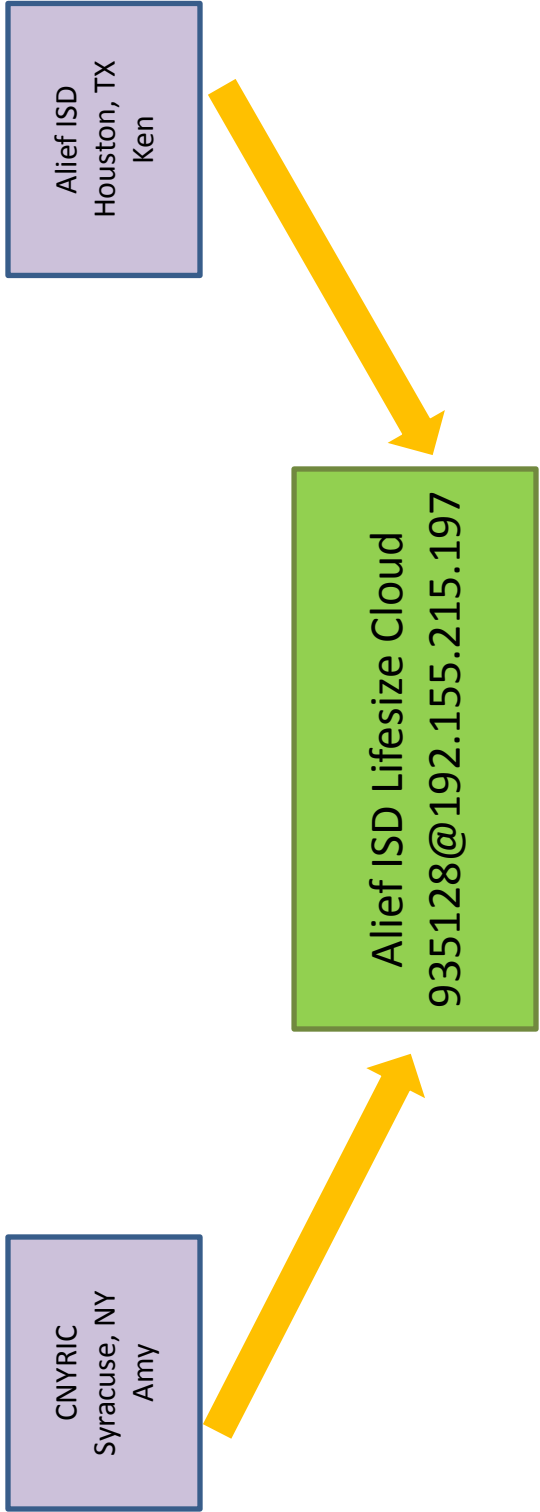
### 3. Prepare your Resources

You will be experience videoconferencing and other technology tools through the context of creating a collaborative project with a remote partner. If you have any critical resources your rely on when planning lessons, such as your curriculum expectations, scope and sequence, or print/web-based resources, make sure you bring copies, or know your login details.

## 123VC: Connections (July 2015)

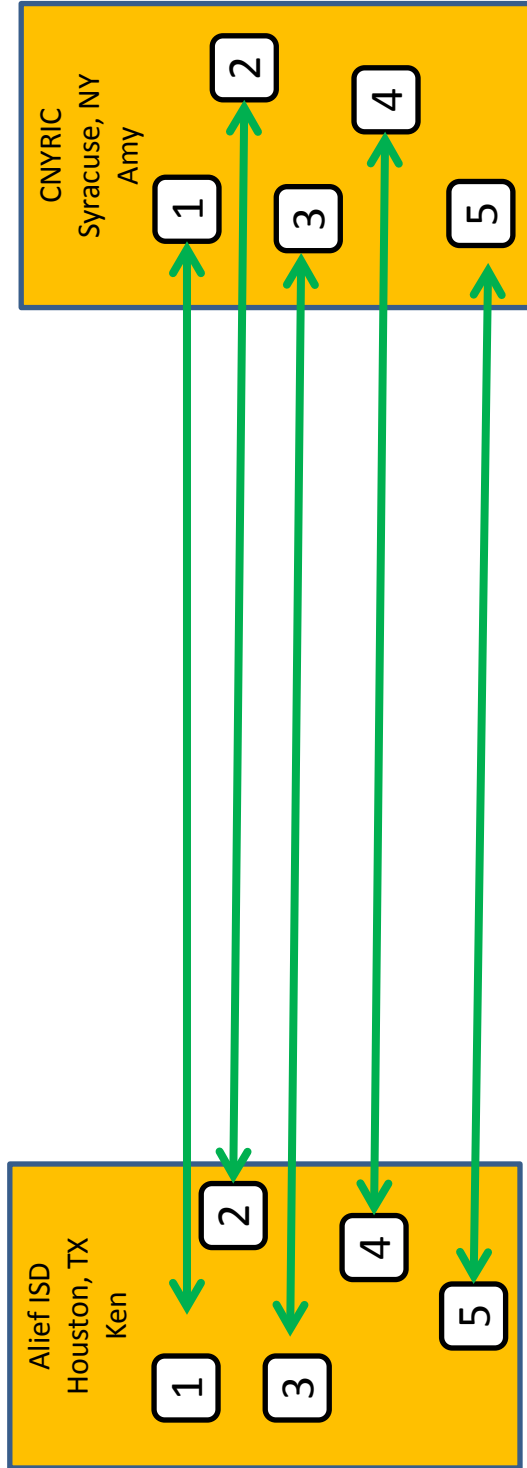
### All Large Group Activities

Project Simulations, Guest Speakers, Grand Finale



# 123VC: Connections (July 2015)

## Small Group Connections





# 123VC Jazz Quick Glance Schedule, July 20 - 23, Follow-up Sessions

EST	CST	Monday Exchange Projects	Tuesday Academic Challenges	Wednesday MysteryQuests	Thursday ASK	Follow-up Sessions
Local Activities (recommend 30-60 Minutes)		Independent Activities, Introduction, Volunteer Jobs, Roll Call Prep, Learning to Change - Changing to Learn Video	Independent Activities, Volunteer Jobs, Roll Call Prep, Google Drive	Independent Activities, Volunteer Jobs, Roll Call Prep, MysteryQuest Video	Independent Activities, Volunteer Jobs, Roll Call Prep, Videoconferencing Comparison	October 20, 2015 January/February 2016
10:00 - 10:15 AM	9:00 - 9:15 AM	Roll Call	Roll Call	Roll Call	Roll Call	
10:15 AM - 12:00 PM	9:15 - 11:00 AM	Exchange Introduction  Exchange Simulation (Community Exchange, Monster Exchange, Literature Exchange) Debrief	Academic Challenge Introduction Math Marvels Simulation Debrief	MysteryQuest Introduction  MysteryQuest Simulation Debrief	ASK Introduction  ASK Simulation (Develop Questions, Interview) Debrief	
12:00 - 12:45 PM	11:00 - 11:45 AM	Lunch  Virtual Field Trips Take Off Video	Lunch  VC Zone Video	Lunch	Lunch/Local - 90 Minutes  Changing Education Paradigms Video	
12:45 - 1:45 PM	11:45 AM - 12:45 PM	Roll Call  Guest Speaker(s)	Roll Call  Guest Speaker(s)	Roll Call  Guest Speaker(s)	Quad Action Sheet  Group Work - Finalize/Publish/Practice - 60 Minutes	
1:45 - 2:30 PM	12:45 - 1:30 PM	Local  CILC, Lifesize Cloud	Local  K12 IVC Listserv, AC/VC	Local  CAPspace, Wikis	Roll Call	
2:30 - 4:00 PM	1:30 - 3:00 PM	Group Work	Group Work	Group Work	Roll Call	
Wrap Up (recommend 30 Minutes)		Wrap Up & Reflection	Wrap Up & Reflection	Wrap Up & Reflection	Group Presentations Wrap Up, Evaluation, & Reflection	

Purple: Main Groups Connect, Orange: Small Groups Connect



# How To

Where can I find links to all workshop materials in an electronic form for all participating sites?

<http://123vc.pbworks.com/>



Where is the backchannel chat for the Communications Specialist and Participants?

[https://todaysmeet.com/2015\\_123VC](https://todaysmeet.com/2015_123VC)

Where can I find pictures from the workshop?

<http://www.flickr.com/photos/123vc>

<https://tagboard.com/123VC2015/>

**Use #123VC2015 & @123VCJazz with Instagram**

Where will I write my project ideas with my small group?

<http://drive.google.com>

Google Username: \_\_\_\_\_ Google Password: \_\_\_\_\_

Where will we publish our small group project?

<http://123vc.pbworks.com/w/page/47051264/Small%20Group%20Projects>

Who is in my small group? (Look in your handbook behind the Small Groups tab.)

---

---

---

---

---

---

Where do I write my reflection about the workshop?

<http://123vc.wordpress.com>

- Select your site from the category list.
- Find today’s post written by **YOUR** site facilitator.
- Click the title of the post.
- Under “Leave a Reply”, write your response in the box and enter e-mail, then name.

**IT IS RECOMMENDED TO WRITE YOUR REFLECTION IN A WORD DOCUMENT & COPY/PASTE TO THE RESPONSE BOX.**

- Click “Post Comment”.

# Roll Call Script

Prepare for the theme for the roll call each day. The following themes will be used before the simulations. Remind each site that roll call is brief (not a production or skit). Total time per site is 1 – 2 minutes.

*M=Identify Location(Map)/Weather; T= Cheer or Theme Clap; W=Local Trivia; TH= Six Word Summary of Week*

1. Call on the other sites in order and check audio and video.
2. Be sure to speak clearly when facilitating!
3. Audio Tip: Think about how you are hearing the other sites. If both are quiet, then you should turn up the local volume. If one site is quieter than the other site, then the quiet site should get closer to their mic or speak up loudly.

## Begin roll call when notified by your site coordinator.

1. Welcome to all our participating sites. Today our roll call is \_\_\_\_\_. After I call on your site, un-mute your microphone and remember to speak slowly and clearly.
2. (Use the lists below to see the order of sites.)

## Or if things don't go so well, you might say....

1. CNYRIC, could you please move closer to the mic (or move the mic)?
2. Alief ISD, we are seeing your ceiling fan. Would you please adjust your camera?

**Guest Speaker Roll Call:** Move quickly through each site to verify they are ready to begin. Total roll call time = ~5 minutes.

2015 123VC
<ul style="list-style-type: none"><li>• CNYRIC</li><li>• Alief ISD</li></ul>



**Remember:**

- Use #123VC2015 & @123VCJazz
- When tagging folks, start with @ followed by their username

We will be using Instagram this week to gather pictures and videos from our workshop. At the end of the week all images and videos will be used to produce a slideshow.

Sign up for an Instagram account

- Since the pictures will most likely be taken on a mobile device. Go ahead and download the app from either iTunes or Google Play.
- Create an account

Username: \_\_\_\_\_

Password: \_\_\_\_\_

**How do I take a photo or upload a photo?**

Open the app

Tap the blue square at the bottom of the app to start taking and sharing your photos.



- 2 – Places grid lines in your image
- 3 – Reverses the camera...but first, let me take a selfie
- 4 – Toggles between flash, no flash, or auto flash

When you are ready to take a picture simply tap the big blue circle.

You can select a picture from your camera by selecting the picture to the left of the blue circle. You can also switch to video by tapping the video camera.

Once you’ve taken a photo or selected one from your phone, you can add effects or filters and a caption before sharing. Keep in mind that you can’t take photos when viewing Instagram on a desktop computer or browser.

Tap Next - apply a filter or edit the picture.

Tap Next – caption the picture with #123VC2015

Tag “@123VCJazz” and other people (with their permission of course)

Feel free to post to Facebook or Twitter

Tap Share

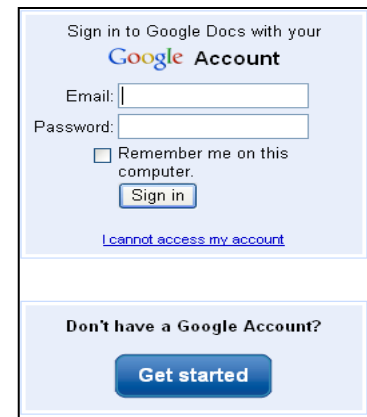
# Google Docs & Spreadsheets **Overview**

## How Do I Get To It?

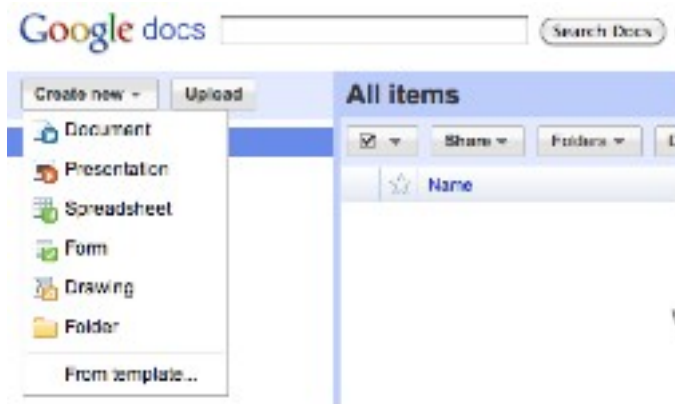
Visit <http://docs.google.com> and login with your e-mail & password or create a new Google account. Please note that you CAN use an existing e-mail address to set-up an account.

## The new version of Google documents

1. Click the **Settings** link in the top-right of your Docs list.
2. Click the **Editing** tab.
3. Select the option labeled "Create new text documents using the latest version of the document editor."



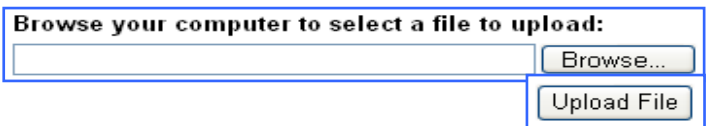
## How Do I Create, Open, or Upload a File?



**Create:** To create a new document or spreadsheet, click **New**, then **Document, Presentation, Spreadsheet, Form, Drawing or Folder**.

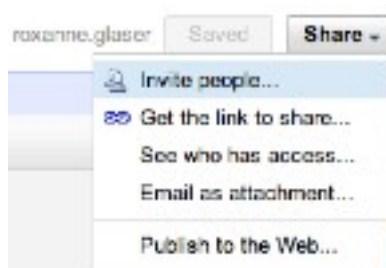
**Open:** To open an existing file **click on the name of the file**.

**Upload:** To upload an existing document or spreadsheet, click on **Upload**. Then click on **Browse**, **locate the file** on your computer, and click **Upload File**.



## How Do I Edit and Save a File?

1. All you need to do is open the document and you can make changes just as if you were using Excel or Word on your computer. The other current editors will be shown in the bottom right corner.
2. Click **Insert** to add an Image, Comment, or Table.
3. It will save your file periodically, but just click **Save or Save & Close** when you are finished.



## How Do Add Other People?

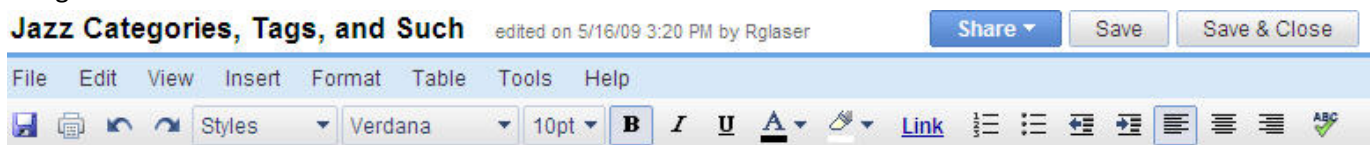
Click Share and select Share with others (document only), enter the person's e-mail address, and click Invite collaborators. **NOTE: Make sure "as collaborators" is selected and that you check with the person about what e-mail address to use for the invite.**

## How Do I Let Other People View, But Not Edit?

Click Share, Publish as a webpage, then Publish document. It will give you the URL to send others for viewing.

## Can I do text chat from here?

If multiple people are editing or viewing at the same time, you'll see their names listed at the top. Click the arrow to the right of the names to open a tab where you can chat with other viewers and collaborators about changes being made.



# PBWORKS

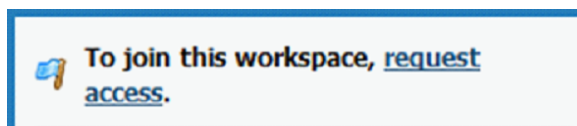
PBWorks is an online workspace. Basic classroom workspaces are free; premium workspaces start at \$99/year.

## In your Classroom, Library, or District

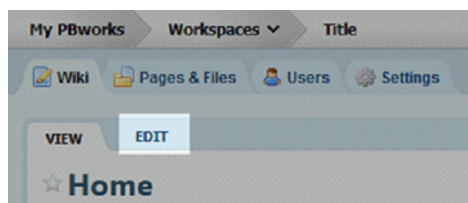
- Encourage student-centered learning. Even young students can build web pages, embed images & video, and post documents.
- Provide access to information sources, book lists, and links to good articles. Have the resources stored for future use.
- Host and share information between students, faculty and staff. Encourage staff development and shared resources across schools.
- Make distance learning more interactive and collaborative, support research teams, and improve inter-departmental coordination.

Get started by creating an account here: [my.pbworks.com](http://my.pbworks.com) (if you don't already have one). This central home of all your workspaces under your PBworks account.

To become a workspace member, look for the Request Access link at the top of the right navigation. Complete the form. The site administrators will approve your membership and set your permission rights.

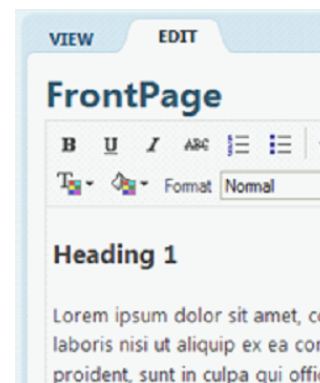


Small Group projects will be housed in the 123VC workspace. If you are the editor for your small group, these instructions will help you get started.

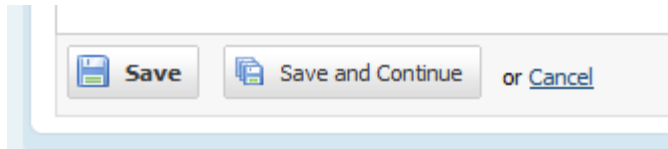


Edit a page of any workspace, simply click the "Edit" tab while viewing the page (shown below). If you don't see the word "Edit", then you are not logged in under an account at My PBworks that has permission to edit the page.

When the page is in edit mode, the editor toolbar will appear, and you'll have the ability to change the text on the page.



To Save your changes, click the Save button in the lower left corner of the page.



PBworks also allows you to include tables, images and plugins on pages. You can also link to uploaded documents, other pages, email and weblinks, links. If you are interested in any of these features:

- Click on the **Help** button on the top, right of your workspace.
- On the left navigation, choose **Workspaces**, then **Pages**.
- Additional help topics are listed for you.



## How to Use Your Polycom:

### Connecting IP (H.323) Directly to Remote Site

**How to connect:** To dial IP, you need the remote site's IP address. An IP address looks like this: 198.109.240.229

**To place a call:** Press the green Call button on the remote. Use the numbers on the remote to enter the IP address. Make sure to include the dots in the address. Then press the green Call button again to dial the remote site.

### Save IP Addresses and Contact Information

These are stored in the Directory

1. To place a call from the directory, select Directory by using the arrow keys on the remote. Continue to use the arrow keys to navigate to your selection, and then press the Call button.
2. (VSX) To create a directory entry, select Directory, select New, One Site, Enter the name and IP number. Select Save.
3. (HDX) To create a directory entry, select Directory, select Options, New Entry, enter the name and IP Number. Select Save.

### Microphone

Muting your microphone blocks your site's sound so the other sites in the conference cannot hear you. It is proper videoconferencing etiquette to keep your microphone muted except when you are speaking to the other site/s.

To mute your mic, press the yellow mute button on the remote OR press the button on the microphone. The mic is muted when the light on the microphone is RED.

### Camera Presets

Camera presets allow you to set camera positions and move to them quickly during a videoconference. You should have at least two presets: one showing the whole room and one zoomed in to the key speaker.

To set a preset - (VSX and HDX) Move the camera to the desired position using the arrows and the zoom buttons on the remote. Press the preset button. Press and hold the desired number for the preset until "preset stored" is displayed on your screen.

To activate a preset - Press and release the number on the keypad to move the camera to that preset.

To delete all presets, press and hold the delete key.

Advanced tip: Presets can be set for video sources such as the document camera or the VCR as well.



## How to Use Your Tandberg/CISCO: Connecting IP (H.323) directly to remote site


**How to connect:** To dial IP, you need the remote site's IP address. An IP address looks like this: 198.109.240.229

- You should be on the **Make a Call** screen as shown. If not, press the green button on the remote.
- Use the remote number pad to enter the IP address.
- Press the \* button to get a dot.  
(The \* will become a . after the third set of numbers.)
- Then press the green button again to dial the remote site via IP.

### Using the Phone Book

- To place a call from the phone book, press the book symbol on the remote, use the arrow keys to select a participant, and press the Call button.
- You can also use the phone book to save IP addresses and contact information.
- To create a phone book entry, press **phone book** on the remote, select My Contacts, New, Enter the Name and IP Number. Select OK.

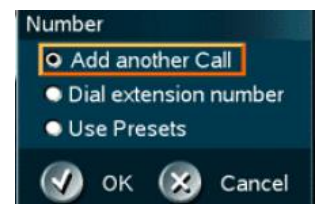
### Microphones & Etiquette

Muting your microphone blocks your site's sound so the other sites in the conference cannot hear you. To mute your mic, press the yellow "mic off" button on the remote. The mic is muted when this icon appears  on the screen. Push the yellow button again to turn the mic on.

### Camera Presets

Camera presets allow you to set camera positions and move to them quickly during a videoconference. You should have at least two presets: one showing the whole room and one zoomed in where students stand next to the camera.

- To set a preset, move the camera to the desired position using the arrows and the zoom button on the remote.
- Then, press and hold the desired number for the preset until "Main cam and audio input stored on P#" is displayed on your screen.
- During a call, press the number on the keypad to move the camera to that preset. You may be prompted to select which function to assign to the remote when a number is pushed. Select "Use Presets."





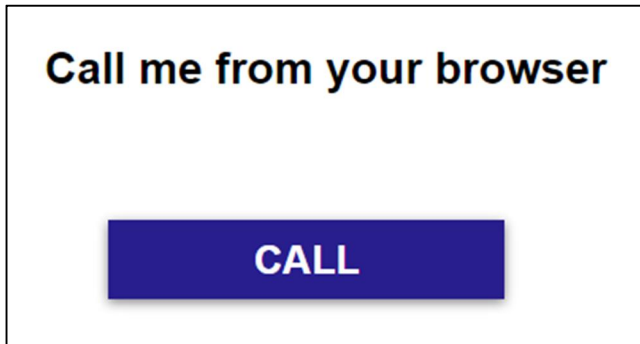
Video Sources:  
 14. Auxiliary Camera 15. PC input  
 16. Main camera 17. DVD 18. Auxiliary

- 1 Microphone
- 2 Presentation
- 3 OK/Menu:  
Up, Down, Left Right navigation
- 4 Volume Control
- 5 Main Camera Zoom
- 6 Picture in Picture Layout
- 7 Cancel
- 8 Selfview
- 9 Connect
- 10 Directory
- 11 Disconnect
- 12 Numbers Keypad  
(1-9)
- 13 Star, Zero, Pound Keys
- 19 Presets
- 20 Far End
- 21 Services
- 22 Help

## Connecting Using Your Browser (aka WebRTC)

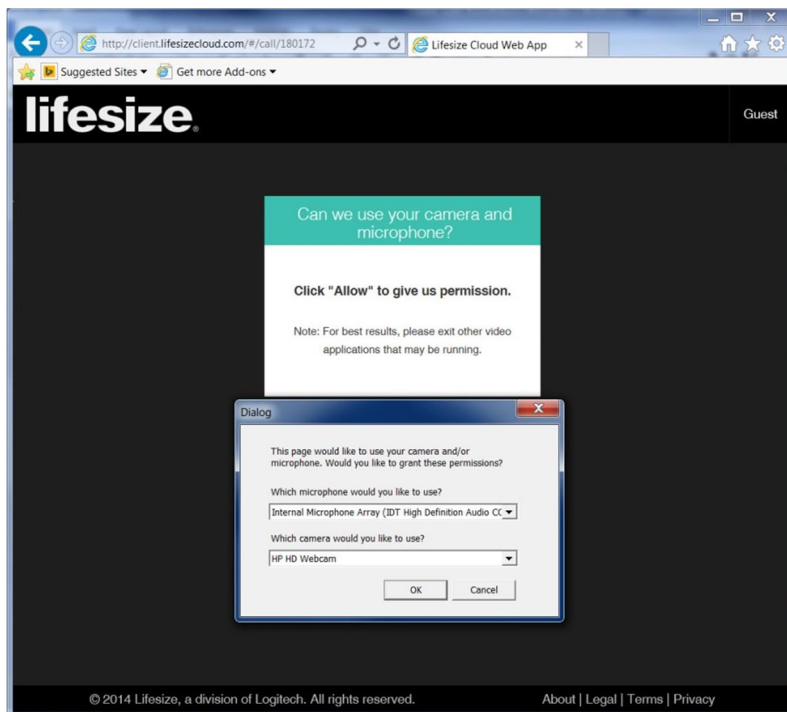
### How to Connect Using Internet Explorer

Click the **CALL** button under **Call me from your browser**



### How to Configure Internet Explorer

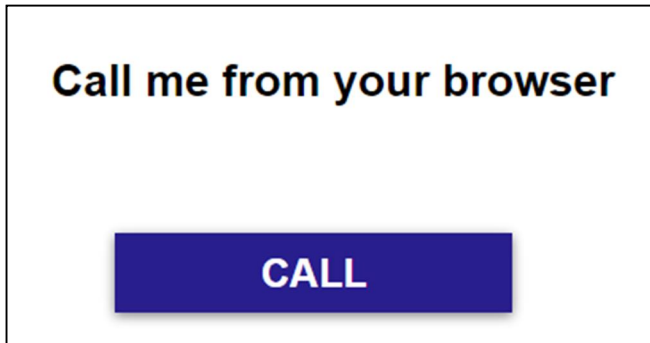
After clicking on the **Call** button, choose the microphone and camera option for your setup and select **OK**



**NOTE:** If you change these default values, it is important that you know exactly what configuration is optimal for your setup; otherwise, there may be video and audio issues during the video call.

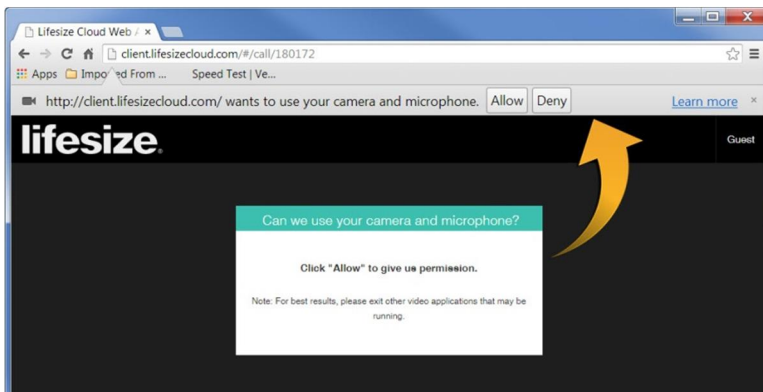
## How to Connect with Google Chrome

Click the **CALL** button under **Call now** from your browser



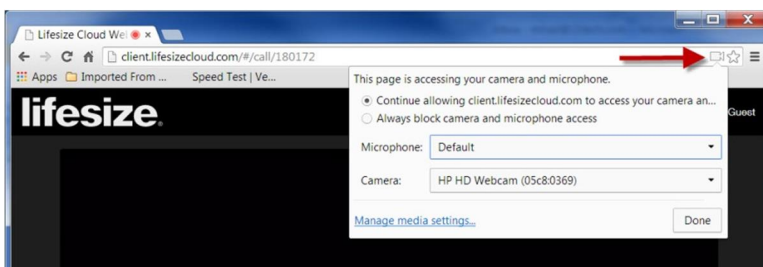
## How to Configure Google Chrome

After clicking **CALL**, the below screen will appear. Choose the **Allow** button at the top.



## How to Change the Default Settings for Camera and Microphone

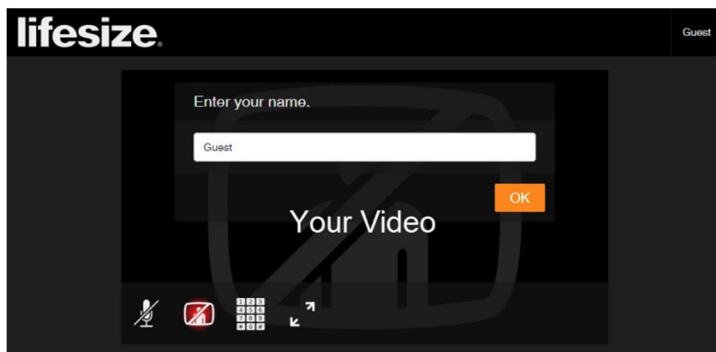
To change the camera and microphone defaults, click on the **camera** icon at the top right of the Google Chrome browser and select a different camera and microphone.



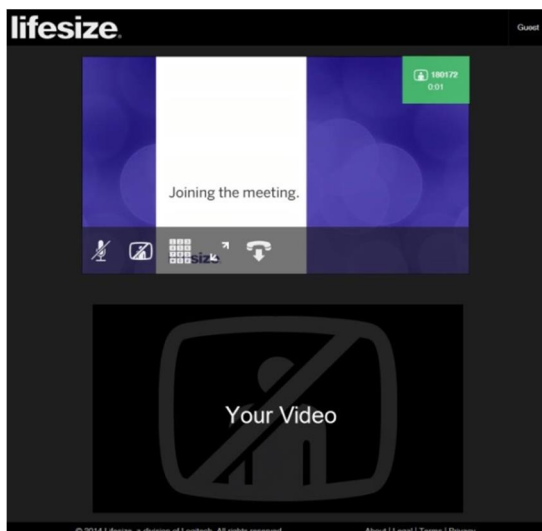
**NOTE:** If you change these default values, it is important that you know exactly what configuration is optimal for your setup; otherwise, there may be video and audio issues during the video call.

## Entering the Video Conference

After clicking **OK** and **Allow** in your respective browser, you will see the screen below. Enter your name and click **OK**



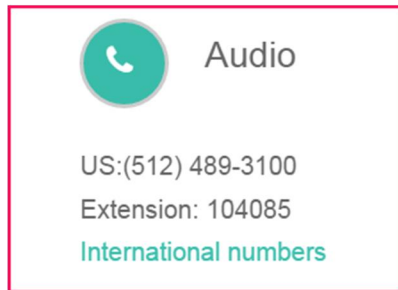
You are now placed into the video conference meeting!



## Additional ways to call into Lifesize Cloud

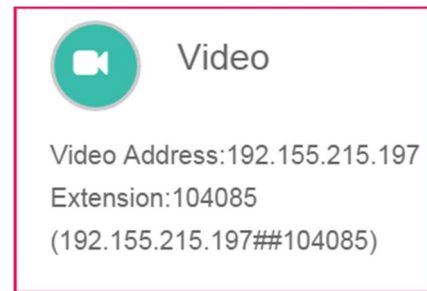
### Joining as Audio Only

There are dial-in numbers available on the [Call Me](#) page for you to dial in using your mobile phone or a landline. International numbers are also available by clicking on the link. This dialing option is for audio only and no video will be seen.



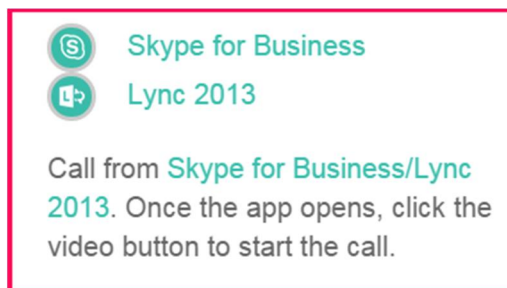
### Joining from a Video System

Dialing from your existing video system is similar to dialing to other video systems using a remote control. On the [Call Me](#) page, the dialing information is displayed as shown below.



### Joining using Microsoft Lync or Skype for Business

Joining from Microsoft Lync 2013 is simple. Once Lync opens, click the video button to start the call. On the [Call Me](#) page, the dialing information is displayed as shown below.



Enter the above IP address and hit the [Call](#) button. When the virtual operator comes on, enter the extension as seen above followed by the # sign. You will be placed in the video conferencing meeting room.

#### Other dialing options

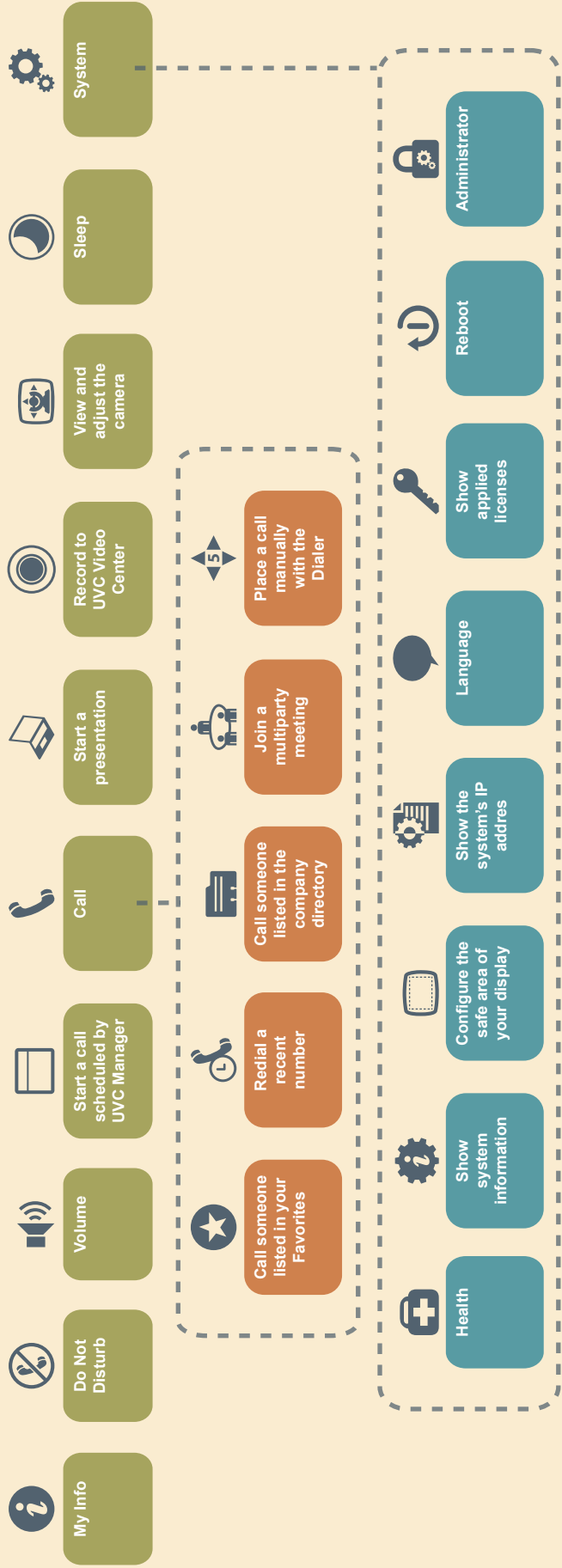
- <IP Address##Extension>  
example 192.155.215.197##180172
- <Extension>@lifesizecloud.com  
[180172@lifesizecloud.com](mailto:180172@lifesizecloud.com)

The meeting extension can also be obtained from the email invite sent by the host of the meeting.

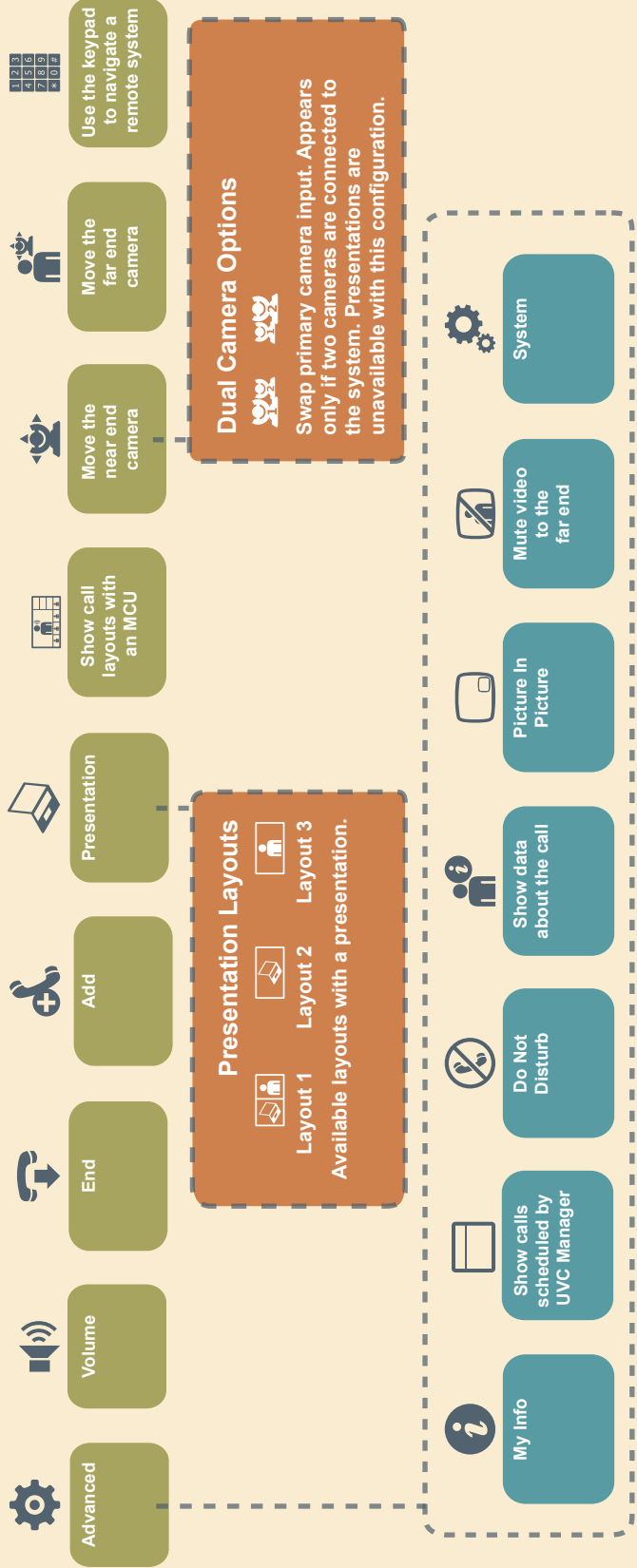
*NOTE: If you are unable to reach the meeting room using the dialing options available above, check with the network admin to verify that appropriate firewall ports have the proper access rules.*



# Using Your LifeSize® Icon™ Video System



System Not In A Call



System In A Call

# How do I find more partners and projects?



## **Collaborations Around the Planet**

<http://projects.twice.cc/>

CAPspace is a social networking tool for educational videoconferencing. Create and advertise your own collaborative videoconference projects to educators around the world. CAPspace also provides registration for collaborative events and projects such as TWICE's Read Around the Planet. There are currently 14155 educators from 56 countries registered with CAPspace. Email notifications are sent daily.

## **Center for Interactive Learning & Collaboration – Collaboration Center**

[http://www.cilc.org/c/community/collaboration\\_center.aspx](http://www.cilc.org/c/community/collaboration_center.aspx)

The CILC Collaboration Center is the venue for educators to meet, create a collaborative project, and share their reflections. Search current and past collaborations or post your own collaboration. Posted projects are emailed to the CILC mailing list on Mondays. Get an account to receive the emails: [http://www.cilc.org/c/misc/join\\_now.aspx](http://www.cilc.org/c/misc/join_now.aspx)

## **K12IVC Listserv**

<https://groups.google.com/forum/#!forum/k12ivc>

CILC maintains this listserv. This listserv is the fastest way to get a collaborative partner. It is not moderated, so your messages go out immediately. Once you join, the easiest way to post to the group is to send an email to [k12ivc@googlegroups.com](mailto:k12ivc@googlegroups.com). [ListServes are automatic e-mail servers. A listserv uses a mailing list program for communicating with other people who have subscribed to the same list.]

## **Awesome Community for Videoconferencing**

**(AC/VC)** <http://ac4vc.blogspot.com/p/membership.html>

ACVC is open to anyone using videoconferencing as an "instrument" to "rock" K-12 students and staff. The goal is to meet four times per school year to share updates and challenges, as well as projects and ideas.

## **Your Professional Learning Community**

The idea behind a PLC is professionalism "based on specialized knowledge and a focus on serving client needs" and community "based on caring, support, and mutual responsibility within a group." You can grow your PLC within your campus/district or use social tools such as Twitter, Edmodo, or organizational websites. Your PLC is a great "place" to reach out to for partners and to assist with project development.



# Projects



## Monster Match Exchange Project

**Project Description:** Two classrooms will be paired up and each class will draw a monster. Each class will then write a description of their monster and post it online. Classes will then draw a second monster and see if there is a monster match. Both classes will meet via videoconference to compare the original monsters with the recreated monsters.

### Monster Match Procedure

1. Draw a monster using markers and plain copy paper.
2. Write a description of the monster. The description should be clear and concise.
3. Post the description of your monster online on this Google Doc - <http://tinyurl.com/123VCmonster>
4. Check back to see when your partner group posts their description.
5. Draw another monster based on the description posted by your partner group.
6. Meet with your partner class via videoconference to see how well the monsters match!
7. Bring both monsters and both descriptions to the videoconference.

### Videoconference Agenda:

Group Introductions (what time is it and what is the weather currently)

*NOTE: The group showing the ORIGINAL monster then identifies similarities and differences. Be sure to have the descriptions with you to determine if the monsters match what was written.*

1. Group A zooms in on their ORIGINAL monster.
2. Group B zooms in on the second monster they created.
3. Group A identifies similarities and differences.
4. **REPEAT switching roles.**
5. Group B zooms in on their ORIGINAL monster.
6. Group A zooms in on the second monster they created.
7. Group B identifies similarities and differences.
8. Closing: Big round of applause for both groups!

**Read more about Exchange Projects in the Videoconference Projects Template Booklet.**

*Adapted from Monster Exchange Project*



# Animal Exchange

**Animal Exchange:** Each group will select an animal that is found in their state/province/region. Try to find one that is unique to your area. Prepare a presentation about that animal to share with your partner group.

**The presentation should be about 5 minutes and include the following information:**

- Habitat
- Movement
- Description
- What they eat

**Each presentation should include:**

- A Visual – Illustrated or created by participants (not a PowerPoint slide)
- A Sound – What sound does the animal make?
- A Motion – Act out how the animal moves
- Song or poem about this animal

## **Videoconference Agenda:**

Group Introductions (what time it is, what the weather currently is, members of your group)

1. Group A presents their animal.
2. Group B tells three things that they learned/heard in the first presentation.
3. Group B presents their animal.
4. Group A tells three things that they learned/heard in the first presentation.
5. Reflection questions:  
What are similarities and differences in the two animals?  
Could the two critters swap habitats? Could Group A's animal live where Group B's animal lives?
6. Closing: What is your favorite game to play or activity at PE or recess?

**Read more about Exchange Projects in the Videoconference Projects Template Booklet.**



# Community Exchange

**Community Exchange:** Each group will prepare a presentation about their community to share with their partner class. After each presents, there will be time for Q and A.

The presentation should be about 5 minutes. Here are some ideas to get kick off the brainstorming for this project.

- Information about demographics of locale
- Cultural institutions, zoos, museums
- Schools – size, curriculum, structure
- A map of the community/city/state/province
- Type of food that is popular
- Favorite sporting events
- Tidbit of trivia

**Each presentation should be accompanied by visuals to communicate the feel of the community to the partner group.** (Check with your site facilitator about how to best do this at your site.)

## **Videoconference Agenda:**

Group Introductions (what time it is, what the weather currently is, members of your group)

1. Group A presents their community presentation.
2. Group B tells/takes notes on what they learned from the presentation.
3. Group B presents their community presentation.
4. Group A tells/takes notes on what they learned from the presentation.
5. Reflection questions:  
What are similarities and differences in the two communities?
6. Closing: Big round of applause for both groups!

**Read more about Exchange Projects in the Videoconference Projects Template Booklet.**



# Read Around the Planet

[www.twice.cc/read](http://www.twice.cc/read)

**Read Around the Planet** is a celebration of the National Education Association's Read Across America. Classrooms use interactive video to connect with other classrooms "around the planet" and read to each other. The activity is sponsored by TWICE and Polycom, in cooperation with the NEA.

## Planning Your Presentation

**The presentation should be about 5 minutes.** It can be ANYTHING related to reading or promoting literacy. Here are some ideas to kick off the brainstorming for this project.

- Skits or Plays
- Raps or Songs
- Puppet Show
- Readers' Theater
- Recitation of Poetry
- Sign Language
- Illustrations
- Dramatizations
- Student-Created Books
- Original Poetry
- Original Songs
- Dr. Seuss Trivia

**Each presentation should be accompanied by visuals to enhance the presentation.** (Check with your site facilitator about how to best do this at your site.)

### Videoconference Agenda:

Group Introductions (what time it is, what the weather currently is, members of your group)

1. Group A presents their Read Around the Planet presentation.
2. Group B presents their Read Around the Planet presentation.
3. Q and A: Introduce yourself and frame your question.  
Example: "Hi, my name is Roxanne. We have Baylor University located here in Waco. Do you have a local university or community college in your town?"
4. Reflection questions:  
What are similarities and differences heard during the conference?
5. Closing: Big round of applause for both groups!

**Read more about Exchange Projects in the Videoconference Projects Template Booklet.**



# Math Marvels

**Created by** Linda McDonald, formerly Instructional Technology Facilitator, Katy I.S.D.,

The focus of Math Marvels is on problem solving and communicating solutions/strategies using non-routine, higher order thinking examples.

## 1) Where do the problems come from?

From an old wise woman who lives alone on the top of a mountain in some far away place. Seriously, that is up to the facilitator(s) or even better the teacher(s) who are putting the Math Marvels activity together. Check out the sample problems from past Math Marvels sessions and the resource websites for ideas.

## 2) What should I do with my students before the videoconference to prepare them?

- Review good math problem solving that has the students use various strategies and discussion. You can easily do this with the sample problems from past Math Marvels sessions.
- You may also want the students to create problems that have an answer of a number you predetermine before the videoconference. For example, have the students create problems that have an answer of 12.
- Ask the students to come up with a few math themed jokes to share at the end of the activity. This can help generate excitement as students look forward to the videoconference.

## 3) What should I do before the videoconference to prepare myself?

- Designate someone at one of the locations to be the main facilitator (game show host personality recommended) during the videoconference. This person will coordinate the sharing of the problems, solutions, and basically keep the activity flowing. You also need to designate a secondary facilitator at each location to help coordinate anything with the main facilitator at that specific location.
- Pre-assign the students to small work groups of 3-5 students. During the activity they will work on the problem in their small work group and then compare/discuss answers with the other groups in the class.

## 4) How does the activity work during the videoconference?

- The designated facilitator(s) will present the problem(s) to the classes.
- Once the problem(s) is/are presented the locations will mute their microphones and work on their problem in small groups while comparing/discussing their answers and strategies with the other groups in the class. Teachers are encouraged to ask leading questions if their students need direction, but should not directly help them.
- After about five minutes each location will share their answer and the steps they took to solve the problem.



- You may keep score, but keep the focus on the activity. Remember, the purpose of the activity is to develop problem solving skills and practice communicating math solutions.

## 5) Should I do anything after the videoconference?

Of course you need to applaud the students for a job well done! You should also have the students share their thoughts with you about their experience and acknowledge their feedback by putting it back into Math Marvels to help continue to improve it for everyone.

## INSTRUCTIONS

### Before your Challenge:

- Have each student create a problem with an answer of a specific number (for example, 12). Be creative. Be prepared to share a few of your class favorites.
- Gather a few math jokes to share at the end of the conference if time allows.
- Practice good math problem solving that employs strategies and discussion. Review the sample problems used in past Math Marvels sessions to practice with your students.
- Have students pre-assigned to small work groups. Make sure each group has pencil/paper. They may need a clipboard to write on if they will be sitting on the floor.

### During your Challenge:

- Problems will be presented (possibly via a PowerPoint) by the facilitator(s) at one of the locations.
- After each problem is presented, please **mute** your microphone and allow about 5 minutes to work on the solution. It is helpful if one campus can put an overhead timer on the document camera for this part.
- Small groups work on the solution; then compare and discuss answers as a class.
- PLEASE play fair. This should be an opportunity for students to use and display their skills. Teachers should ask leading questions if their students need direction, but, as hard as it may be, don't help them!
- After the time limit (or before if both groups are ready) reply with the answer to your challenge question. This is the best opportunity for you students to communicate their thinking. Emphasize the use of strategy!
- It is really great to give your challenger a round of applause for correct answers and/or good thinking.
- You may keep score, if desired, but most importantly have fun.
- Remember the purpose of this session is to **develop** problem solving skills and **practice communicating** math solutions.

### After your challenge:

- Congratulate your students on a job well done.
- Have your students reflect about their experience either through writing or teacher led discussion.
- Use your students' feedback to continue to improve the Math Marvels activity for everyone.

## **ADVERTISEMENT**

### **60 Minute Math Challenge Video Conference**

#### **SESSION(S) INFORMATION - DAY, MONTH, DATE, START/END TIME**

To register, please email **INSERT CONTACT E-MAIL HERE** with:

- **Teacher's Name and E-mail**
- **Campus and District**
- **Technical Contact Name, E-mail, and Phone Number**
- **Session Date(s) Desired (if necessary)**

After your registration is confirmed, you will be assigned up to 3 challengers for your video conference. Keeping score is optional.

Non-routine questions will be provided that require problem-solving strategies including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem. In addition to using strategies, we will focus on communicating solutions and strategies to challenge partners.

#### **CONFIRMATION**

- Please review your challenge information listed below.
- Please make sure that your students are ready to begin at the designated start time. Students should work in small groups of 3-5 students. Each group will need pencil and paper.
- There is no preparation necessary other than the regular use of the problem solving process you are already using in your classroom!
- Remember keeping score is optional; the focus is on communicating solutions and strategies to challenge partners.

#### **DAY, MONTH, DATE, START/END TIME**

#### **GRADE LEVEL(S) – Facilitator is NAME**

- **TEACHER #1 NAME, E-MAIL, CAMPUS, DISTRICT  
TECHNICAL CONTACT'S NAME, E-MAIL, PHONE NUMBER**
- **TEACHER #2 NAME, E-MAIL, CAMPUS, DISTRICT  
TECHNICAL CONTACT'S NAME, E-MAIL, PHONE NUMBER**
- **TEACHER #3 NAME, E-MAIL, CAMPUS, DISTRICT  
TECHNICAL CONTACT'S NAME, E-MAIL, PHONE NUMBER**

#### **CONNECTION INFORMATION**

**ENTER ANY INFORMATION CONCERNING THE VIDEOCONFERENCE CONNECTION HERE**

## RESOURCES FOR CREATING MATH PROBLEMS

- <http://school.discoveryeducation.com/brainboosters/?campaign=DE&CFID=13116817&CFTOKEN=98020605> (best bets are in Number and Math Play)
- <http://www.smart-kit.com/>
- <http://nrich.maths.org/public/>
- <http://thinkzone.wlonk.com/index.htm>
- <http://www.cut-the-knot.org/>
- <http://www.thesingaporemaths.com/>
- <http://www.nzmaths.co.nz/problem-solving>
- <http://pred.boun.edu.tr/ps/>
- 

### A List of Links

[http://www.internet4classrooms.com/brain\\_teasers.htm](http://www.internet4classrooms.com/brain_teasers.htm)

### Higher Grades

<http://www.braingle.com/Math.html>

### Additional instructions & Tips

# MysteryQuest Beaches

## Preparation Packet

### Prepare Your Presentation

Each group should plan a three to five minute presentation.



Your group presentation should answer the required questions. In answering the questions you will help other groups figure out your location. Use the research web links to help you find the answers, as well as other print resources you have at your location.

When creating your presentation, please recognize the need to **clearly communicate the clues**. If you are making a creative presentation, please make sure to clearly indicate which clue is being given. You don't need to present the clues in order. This will help the efficiency of taking notes. If your clues are not in order, please clearly indicate which clue is being addressed and which section. Give the other classes time to find the clue and write it down.

To clearly communicate clues, **we highly recommend visual cues** of the clues. This could be a PowerPoint presentation to accompany the clues; using the document camera to present the text of the clues; or using large signs that students hold up while presenting. Visual cues assist in getting the spelling correct, understanding when students mispronounce location names, and help those taking notes get accurate information. When using visual clues, be sure to leave them on the screen long enough to allow copying.

When working on your presentation, you may wish to divide the questions among the people in your group so that everyone participates in the research and presentation preparation.

### Media Tips for Your Presentation

Each classroom should plan a three to five minute presentation about one beach. The presentation may include photos, graphics, video clips, etc. The media used for your presentation will often depend on the equipment available for your video conference. Talk to your site facilitator to find the best options for presentations at your location.

You may use printouts on a document camera that includes photographs or if there is a computer connected to your video conferencing system you may choose to design a PowerPoint presentation or even a web page! However, remember that long PowerPoints can be boring. The students want to see each other too. Use balance and judgment in your decision. Be sure to use a large text size so the words can be seen by other participants. Please avoid taped presentations. One of the curriculum goals for this project is to give students practice in oral speaking in a live connection. In addition, taped presentations are difficult to understand and hear when sent over compressed video. It also is easier for students to answer questions about their presentation if their research is fresh in their mind.

**More tips for visuals for your presentation:**

- Change the visual or the focus often.
- Don't leave the audience looking at the document camera or PowerPoint for too long. Show the students or presenter again. People can feel distanced if they are just looking at visuals and not people.
- Practice the presentation with the visuals.
- Have a backup plan if you are using a computer presentation (such as print copies of the presentation).
- Use horizontal or landscape paper using the 4x5 ratio for TV. Use blue ink on a light colored paper for easy reading.
- For computer presentations, use a dark background with light colored thick/bold font (yellow text on blue background is great). (Hint: assign your students to watch the news one evening and take notes on the colors used for text and text background. Are they readable? These are generally good colors to use!)
- Use large fonts such as 24 pt or higher.
- Leave a 1.5 or more border/margin around the edge of the document.
- Be careful of colors: avoid red/hot pink and green, avoid solid blocks of white, black or red.

**Revealing the Answer**

Prepare a visual to reveal the answer to your presentation. If possible write down the name of the location to show on the document camera or with a big poster so that other groups can easily tell whether or not they got it correct. Be creative here if you want!

# Questions to Answer in Your Presentation

If you prefer, you may add additional information to your presentation. Be sure to keep the presentation very concise: (3-5 minutes).

## Beach Clues

### Region

Answer at least one question from this category.

1. Describe how land and sea areas define the country's borders.
2. What other landmarks are close to the beach?

### Location

Answer **both** questions from this category.

1. What is the relative location of this beach? (i.e. Describe its location compared to another significant location of your choice. Be fairly specific as our time is short for guessing.)
2. Which direction from the country capitol do you travel to reach the beach?

### Place

Answer at least four questions from this category.

1. What body of water is closest to the beach?
2. What is the area of the country in which the beach is located?
3. What is the primary language of the country in which the beach is located?
4. What is the population of the country in which the beach is located?
5. Name and describe a tourist attraction near your beach (other than the beach). Illustrate if possible.
6. What is the population of the nearest city?
7. Describe one or more notable physical landforms in or near this city.

# Videoconference Agenda

15 min. Group Presentations  
(3-5 min. each for 3 presentations)

15 min. The Quest: Locating Sites  
(All sites mute.)

5 min. Question and Answers  
This section will be tightly moderated.  
Group A answers all questions.  
Group B answers all questions.  
Group C answers all questions.

5 min. Group teams 're-evaluate' their answers.

5 min. Groups present their guesses.

5 min. Correct mystery beaches revealed.

# Note Taking Worksheet

Name \_\_\_\_\_

Notes about Group # \_\_\_\_\_



**Region:** (at least 1 question)

Land and sea areas define borders: \_\_\_\_\_

Landmarks close to beach: \_\_\_\_\_

**Location:** (at least 2 questions)

Latitude or longitude: \_\_\_\_\_

Relative location: \_\_\_\_\_

Direction from capitol: \_\_\_\_\_

**Place:** (at least 4 questions)

Closest body of water: \_\_\_\_\_

Area of country: \_\_\_\_\_

Primary language: \_\_\_\_\_

Country population: \_\_\_\_\_

Tourist attraction: \_\_\_\_\_

City population: \_\_\_\_\_

Physical landforms: \_\_\_\_\_

**Country possibilities:** \_\_\_\_\_

**City possibilities** \_\_\_\_\_

**Beach Final Guess:** \_\_\_\_\_



# Note Taking Worksheet

Name \_\_\_\_\_

Notes about Group # \_\_\_\_\_



**Region:** (at least 1 question)

Land and sea areas define borders: \_\_\_\_\_

Landmarks close to beach: \_\_\_\_\_

**Location:** (at least 2 questions)

Latitude or longitude: \_\_\_\_\_

Relative location: \_\_\_\_\_

Direction from capitol: \_\_\_\_\_

**Place:** (at least 4 questions)

Closest body of water: \_\_\_\_\_

Area of country: \_\_\_\_\_

Primary language: \_\_\_\_\_

Country population: \_\_\_\_\_

Tourist attraction: \_\_\_\_\_

City population: \_\_\_\_\_

Physical landforms: \_\_\_\_\_

**Country possibilities:** \_\_\_\_\_

**City possibilities** \_\_\_\_\_

**Beach Final Guess:** \_\_\_\_\_

## THE ASK PROGRAM

### University of Michigan-Dearborn

The ASK program (Author, Specialists, and Knowledge) occurs each semester as part of an undergraduate Literature for Children and Youth class. The participants include university students, as well as later elementary through high school students depending on the selected literature work. The purpose of the program is to take readers beyond the confines of a novel, relating the information from their reading in a personal way to their own immediate situation. For as part of the process, readers draw on their own writer's voice, as they journal through their reading.

Interviews are conducted with authors of children's books and with "specialists" whose occupations, interests, and experiences bring credibility or a better understanding to a particular literature selection. The interview focus from these books has been on such social issues as ethnic cleansing in Kosovo, homelessness in America, the Vietnam War, media responsibility, racial prejudice, and animal rights. In addition to these social issues, through interviewing authors, readers are able to explore such evaluative literary aspects as the development of character, plot, setting, theme, and writing style. The following children's books have been selected in past interviews: *The Devil's Arithmetic*, *Charlie Pippin*, *The Watsons Go to Birmingham- 1963*, *Monkey Island*, *Nothing about the Truth*, *Maniac Magee*, *Wringer*, *Circle of Gold*, *Adem's Cross*, and *Julie of the Wolves*. Through the interviewing steps of the ASK program, students develop questions to be asked of either the selected author or specialist. The interviews are held on the university campus or at one of the metropolitan area schools or county teacher centers referred to as Intermediate School Districts (ISD's). Two ASK programs with Newbery authors will be featured at the Michigan Reading Association in March.

Recently, most of the interviews have been conducted using distance learning technology, connecting authors and specialists brought to campus with sites in the metropolitan area. The ASK process is learned through in-service workshops presented at the school site, county ISD's, at conferences, or on the university campus. In some instances, university students who have been trained in the program, visit selected schools and work with teachers and their students preparing them for planned interviews.

*For additional information, please contact Raymond P. Kettel, Associate Professor of Education, University of Michigan-Dearborn.*

**The ASK Program (Authors, Specialists, and Knowledge)  
The Literature Based Interview Process  
Dr. Raymond Kettel, University of Michigan-Dearborn**

1. **Read the book.** For elementary school age students it may be helpful if you read the book to the class while your students read along.
2. **Keep a journal.** When you have finished reading for the day, you and your students should individually write down your thoughts. It might be a scene that you can identify with, or an idea that you care about. It might be an event that upsets you or a passage that piques your curiosity. Respond to a part of the story that makes you laugh, makes you cry, or makes you want to keep reading. Don't summarize a segment, but tell how it makes you feel. Enter the world of voice journaling. Teachers should model journal writing. Find a passage that makes you remember something in your personal experience. Use the overhead to write your journal and share what in the book triggered that response.
3. **Write questions.** When you have finished reading the book and made your final journal entries, it will be time to start writing questions. Students should write the chapter and page number that corresponds with each question. By reviewing their journal entries, the students should be able to write questions about those parts of the story that most interested them. If you are working with younger students, we recommend that you have the students write questions every day. The purpose of this exercise is to better understand the story in terms of:
  - What the story is about
  - Who the characters are, what they are like
  - Where the story takes place
  - How the author sounds or uses words
  - What the broad issues within the book are
4. **Show examples.** As the teacher, you should also write some questions and show them to the students so that they can see how it should be done. Teachers need to model their thinking process. What prompted you to ask that question?
5. **Place the students in pairs and encourage them to select their best four questions.** Each pair should select only four questions that will be presented to the class.
6. **Conduct a round robin elimination process.** When your students have selected their best four questions, ask each group to read their questions to the class. Eliminate duplicate questions among the groups.
7. **Revise the questions.** When the elimination process is completed, each student should have at least one unique question to ask in the interview. It is okay if the question has been rewritten to include aspects of duplicates that were eliminated.

8. **Place the questions in order.** Based on the chapter and page number of each question, place the questions in order so that as the interview is being conducted, the class and the author are essentially working through the book. You should have more questions than you think you will use.
9. **Conduct a practice session.** Have each student stand and read his or her question in a confident manner. This is very important. This practice session will prepare the students to interview the author or expert.
10. **Conduct the Interview.** On the day of the interview, introduce the author/expert to the class. Each student should stand and ask his or her question so that the guest can see and hear the student clearly. Before beginning the interview, ask the guest to repeat the question before answering.
11. **Debrief after the interview.** Take some time the day after the interview to review and debrief with the students. Ask them what they learned and what they liked about the interview. What were the best questions? Did any answer surprise you? Was your question really answered? Do you have new questions on the topic?
12. **Write a letter of thanks to the author/expert.** This can be a thank you note or card. The letter should reflect the students' "best" writing. They should be final drafts, not sloppy copies. The letters will reflect on your school, your students, and you.
13. **Cross-curricular extensions.** Teachers should of course relate the literature selection to other curricular areas they wish to include such as the arts, creative or expository writing, poetry, mathematics, science, sports, social studies, etc.

## Making Your ASK Videoconference a Success

### Before You Start

1. Watch the ASK video to get an overview of the project. Note especially how the teacher explains the difference between a “reaction” and a “summary.”
2. Look through the materials, lessons, and resources included and decide which ones might enhance the unit.

### Students Journaling & Writing Questions

1. Encourage students to move beyond basic reading comprehension. Get them to tie what they are reading to their own lives and experiences.
2. If desired, hang the posters of the journal process in your classroom.
3. Each time students read, they should journal. If it is a chapter book, have them write down the page number, their reaction, and questions based on that section. We want students to tie their reading to the interview process.
4. Write questions that draw out the author or specialist. Have them explain or describe things.

### Ideally How the Conference Should Go

1. Usually the facilitators will do sound checks with all participating sites. Then there will be a welcome and the author or specialist will give a 5-10 minute introduction.
2. Students should ask their questions in pairs or threes. Group students to ask the questions. Each group should have 3-10 questions (in case another school asks their question). It will work best if during the conference the groups come up to the mic together.
  - They should say something like this:
    - Student 1: “Hello my name is Jim.”
    - Student 2: “My name is Arnie.”
    - Student 1: “And our question is .....”
  - Both students should stay at the mic until the author finishes answering their question. Then they should say “Thank you.”
  - The facilitator will then call on the next school.
  - This procedure will allow all students “on camera” time, even if they don’t get to ask their question. In addition, it gets all students involved, and takes away some of the pressure students feel standing at the mic alone.
3. Generally the facilitator will ask for three questions from each school at a time and rotate through the schools in round-robin fashion.
4. While other schools are asking their questions, the teacher should get the next students ready. Students should be ready & standing at the mic when your turn comes. We don’t want to waste precious time with the guest waiting for students to move. So have them ready at the mic or lined up at the mic. You don’t have to move fast, but be organized.
5. In addition, everyone should *listen carefully* to make sure their question (or some variation of it) isn’t asked by another school. Don’t ask questions twice!
6. When about 5 minutes are left, the facilitator may ask for just one or two questions from each school. The author or specialist will give closing comments. At the end, the students should applaud the guest.

## **Organization**

1. Organize the questions in the order of the book or chapters. Group the “general” questions after the “book” questions.
2. Have all the questions written on 3x5 cards. You may think students will remember their question, but there’s nothing like stage fright to clear the mind! In addition, 3x5 cards are harder to rattle. The microphone will pick up rustling paper. Have students bring the card up, put it down in front of them, and ask the question. You may want to have them practice.
3. One teacher who participated in ASK had a master list of all the questions and checked them off as they were answered. She also had 3x5 cards with extra questions in case their questions were taken.

## **Notes on the Conference**

1. Have students in place 15 minutes before the connection.
2. When your school is not asking questions, you should be muted. Your distance learning person may take care of this, or they may teach you or one of your students how to mute & unmute the mic.
3. At the beginning, the facilitator will poll the sites for audio & video checks.
4. Then the facilitator will provide the order for the questions and give opening comments.
5. If you know you are next, get your students up to the mic and ready to ask questions.
6. Have the mic in the front of the room so the author can see the students. Don’t stand too close to the mic.
7. After your set of questions is finished, then mute the microphone until it’s your turn again.

## **Afterwards**

1. Debrief the conference with your students. Talk about what you learned. What were the best questions? What answers surprised you? How did the other classes do?
2. Practice writing a friendly letter and have students write a letter of thanks to the author.
3. Fill out the evaluation form

# ASK: Authors, Specialists, and Knowledge

## Each Day

1. Read the novel!
2. Write your response in your journal — be sure your response is your reaction, not a summary.

## Journal

### Today's Date

Journal entry is a reaction to what you read. Your entry must be at least a paragraph (7 sentences).

### Think about

- How did you feel?
- What's happened in your life to help you understand what you read?

## Create Your Question

- Answer to your question cannot be "yes" or "no."
- Answer cannot be found in the book.

### Set Your Question Up:

- In the book...
- In the chapter...
- On page...

### Question Starters That Don't Work:

- Did you ever...
- Do you know why...
- Have you ever...
- Do you think...
- Will you...
- Would you ever...
- Do you...
- Can you..

### Question Starters That Work:

- Why do you think...
- Describe...
- Would you explain...
- Where did you...
- Where do you...
- How many...
- What are...
- How do you feel...
- What was your reaction...
- How would you...
- How come...





# **Small Group Work**



## Small Group Overview & Instructions

### Overview

The purpose of meeting as a small group is:

- To develop a project that could be implemented next school year.
- To learn to collaboratively work together at a distance.
- To experience collaborative online tools.
- To learn to negotiate with a prospective collaborative videoconference partner and create a meaningful, engaging activity for students.



### Meeting Technology

**Videoconferencing** will be the main “face-to-face” meeting technology for small groups (systems & computer/mobile/tablet).

**Today'sMeet** text chat can be used for multi-tasking during the workshop.

**Google Drive Document** will be used to collaboratively write a lesson plan for your videoconference project.

**PBworks** is where your final small group project information will be published.

**Email** may be used if you decide to email files or ideas to each other.

**The members of my small group are** (Jot down notes about your partners so you can remember where they teach, where they are located, and how to best contact them.):

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Day 1: Introductions & Videoconference Practice

On the first day, you will get to know the members of your small group and half of you will learn how to use your videoconferencing system. During this time, start to develop a rapport with your team members. Your site facilitator will be with you some of this time, but mainly you will be working with others in our building and at another site.

### First Get to Know Each Other

This is good practice at the beginning of every videoconference. Have each person introduce themselves. Include the following details:

1. Name, School District, Location (City, State)
2. Position (Subject, Grade Level, Etc.)
3. Experience with Videoconferencing (if any)
4. Complete the following activity, "Every and Only," with your small group which includes people at other locations.

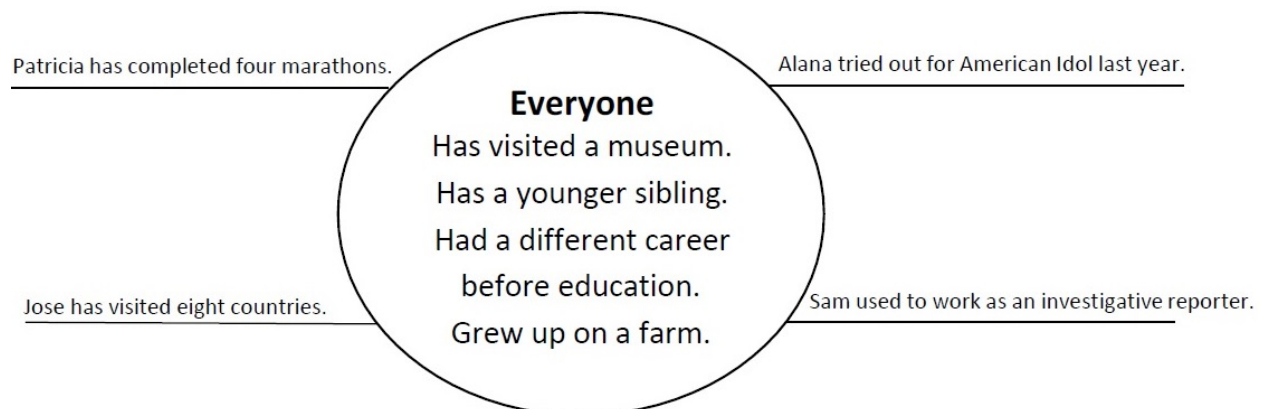
### Every and Only

Objective: Every and Only will enable your small group to learn more about each other and discover talents that might be helpful during the week ahead.

Procedure:

- Each group will share round-robin style until they discover three things that EVERYONE in the group has in common. (Group means the people in the room with you and the ones you are connected with, too!)
- List something that each person in the group has as a unique characteristic or an ONLY.
- Example of the final product: "Everyone in our group has visited a museum, has a younger sibling, had a different career before education and grew up on a farm. Patricia is the only one who has completed four marathons. Alana tried out for American Idol. Jose has visited eight countries and Sam used to be an investigative reporter."
- Roles needed for this task:
  - Timekeeper
  - Facilitator/Leader
  - Recorder (to keep notes as people share)

Here is an example of what it might look like:



## **Videoconference Practice**

Everyone in your group should do ALL of the following tasks (1<sup>st</sup> **System** Day Only, Not Virtual Meeting Room):

1. Place a call to another endpoint. Your system should have a little cheat sheet with the connection information of your partner site. Have each person place a call, talk to your partners, and disconnect the call (some systems may only be able to receive calls).
2. Practice muting & unmuting the microphone with the button on the remote and the button on the microphone (if applicable). Note how easy it is to mute & unmute!
3. Change the volume. Use the volume button to move the volume up and down. [One of your first troubleshooting tasks!] Notice that you can change the volume on the TV as well.
4. Set a camera preset. Use the arrows and the zoom buttons to move the camera to an interesting shot. Set a preset. After everyone has set a preset, try them out to see how easy they are. Zoom in close on an object and see how much better things appear when you zoom in. [Don't zoom in close on people's faces...that is considered rude!]
5. Change the camera to another source, if the system you are working on has a document camera, or computer hooked up. Try changing the source video that you're sending to the other site. If nothing is hooked up to these sources, you'll send a blue or black screen.

### **Day 1 Small Group Checklist:**

- Do you know the names of everyone in your group and where they are located?
- Do you know how to contact your group via email?
- Does anyone in the group know how to use Google Drive Document or PBworks?

### **Begin Day 2 Activities (as time allows)**

## Day 2: Analyzing Interactions and Choosing a Topic

Today you will choose group roles and spend some time discussing project ideas and interactive strategies. The key to a successful project is to start with your classroom curriculum. All video conferences should be 90% curriculum based.

### Cooperative Learning Group Roles

Think through what you know about cooperative learning and group work. Decide who will fill the following roles. Make sure each person has a role. Here are some suggested roles:

- **Group Facilitator:** Moderates discussions, keeps the group on task, assures work is done by all, and makes sure all have opportunity to participate and learn.
- **Recorder:** Starts the document in Google Drive Document and invites the others (end of day 2/beginning of day 3).
- **Remote Operator:** Makes sure that the camera shows who is talking during all meetings. Remote operators at the sites should decide who will dial if applicable.
- **Timekeeper:** Monitors time and moves group along so that they complete the task in the available time, keeps area clean, and assumes role of any missing group member.
- **Checker:** Makes sure that all group members understand the concepts and the group's conclusions.
- **Summarizer:** Restates the group's conclusions or answers.
- **Elaborator:** Relates the discussion with prior concepts and knowledge.
- **Research-Runner:** Gets needed materials and is the liaison between groups and between their group and the instructor.
- **Publisher:** Publishes project resources to PBworks once complete. (Submit PBworks information to lead facilitator at the end of day 3).

### Analyzing Interactions

Thinking about the project simulations and content provider sessions:

- What have we learned so far about best practice with videoconferencing and how can we use that in our project?
- What did we experience with videoconferencing so far that we want to try to avoid in our project?
- How have the sessions shown you how to be interactive and engaging?

### Choose a Topic

Next, brainstorm possibilities for a project topic and then negotiate together to decide on a topic and the desired outcomes for your project.

### Explore the Videoconference Project Templates Booklet

Read the following pages: 3, 4, 32-38 before you pick a project template.

Find a project template that will work for your topic. Decide if you will use the template and videoconference agenda as listed, or if you need to adapt it. You may decide to use more than one project template depending on your project.

**Day 2 Small Group Checklist:**

- Do you have an idea of some videoconference best practices to incorporate into your project design?
- Do you have a project topic selected?
- Do you have a project template selected?

**Begin Day 3 Activities (as time allows)**

### **Day 3: Writing Your Project**

Now it's time to start writing your project. You will write a project that you can do next year. You will describe this project during presentations on Thursday afternoon. You are not going to do a full simulation of the project.

Divide the responsibilities evenly among your group so that everyone is involved. Use the Google Drive Document instructions under the "How To" tab in the Handbook to assist you. The Recorder for the group should create the document in Google Drive and invite the rest of the group to collaborate on the document. Do not worry about formatting until all of the information has been collected and then let the Recorder do all the formatting.

#### **Google Document Tips:**

Choose one person to be the Recorder. The first step is to get all of the details and content entered into the document and THEN have the Recorder format the document. With the Google Document editor, multiple authors can write in the document at the same time. There is also a chat feature built into Google Document and everyone can chat within the document.

Remember that Google Docs works just like a word processor so that at the end of a line of text, it will move automatically to the next line. Don't enter returns at the end of your lines of text unless you really want a gap between lines or paragraphs. Ask your local facilitator if you have any questions about this tool.

## **The project write up should include the following items:**

### **Title**

### **Project Authors**

Include name, school, school district, location, and email address. If you based this project on another one, also give credit to the author(s) of the original project.

### **Subject Area and Intended Grade Level**

### **Description**

Write a description that could be used to advertise to someone else who might want to do this project with you or so that others can get the gist of your project if they want to replicate it.

### **Learner Outcomes**

List what curriculum goals will be accomplished by participating in this project. Include state standards if you have time.

### **Time**

How many videoconferences will this take? Over what time period? How many class periods?

### **Preparation**

What will students and teachers need to do to prepare for the videoconference?

### **Materials**

What materials will need to be prepared and used during the videoconference? What visual aids and/or handouts will you use?

### **Videoconference Agenda**

Include the agenda for the connection and who will do each part.

### **Post Activities**

What activities do you recommend for follow-up to this videoconference?

### **Assessment & Evaluation**

How will you assess the learning? How will you assess the use of videoconferencing?

### **Implementation Plans**

Draft your ideas of how you might use this project next year. When might you want to do the project? Who will be the lead coordinator? How many classes might participate from each area? What time of year would this project be implemented?

### **Day 3 Small Group Checklist:**

- Do you have a Google Drive Document started? Have all members been invited?
- Do you have a Publisher? Has their PBworks account information been submitted to the lead facilitator?

### **Begin Day 4 Activities**

## Day 4: Preparing Your Presentation

Now prepare an advertisement or commercial to share your project with the whole group (all participating sites).

### Here are the requirements for the presentation:

- The presentation should be an advertisement or a commercial for your project.
- EVERY person MUST speak on camera for a portion of your presentation.
- Use the document camera to show at least one visual.
- Publish your project information to your PBworks group page. Use the PBworks instructions under the Handbook "How To" tab to assist you.
- Presentation must be no longer than seven minutes.

### Small Group Implementation Scenarios

So you've written a great project in your small group. Now how are you going to actually do it next year? Here are some potential scenarios for a group with six people:

1. Joe (2<sup>nd</sup> grade)
2. John (1<sup>st</sup> grade)
3. Jan (1<sup>st</sup> grade)
4. Jacinda (1<sup>st</sup> grade)
5. Jamal (2<sup>nd</sup> grade)
6. Jasmin (2<sup>nd</sup> grade)

#### Scenario 1: Pair Up

1. Joe and Jamal will connect their classes together.
2. John and Jan will connect.
3. Jacinda (1<sup>st</sup>) and Jasmin (2<sup>nd</sup>) will connect because they both don't mind a cross-grade connection.

#### Scenario 2: Project Explodes

1. Joe (2<sup>nd</sup> grade) has three colleagues who need partners, so he needs four connections. He connects with Jamal and posts on CAPspace to get three more partners.
2. John and Jan will connect; and they each have partner teachers who will also want to connect (1<sup>st</sup> grade).
3. John has another colleague who will connect with Jacinda (1<sup>st</sup> grade).
4. Jasmin wants to change it a little to match her curriculum better. She also thinks her whole grade level will want to do it, so she needs 8 partners (2<sup>nd</sup> grade). She posts the adapted project on CAPspace to get all of her partners.

#### Scenario 3: Mix and Match

1. Joe and Jamal pair up.
2. John and Jacinda pair up.
3. The project explodes for Jacinda and Jasmin; they use CAPspace and/or their Facilitator/Videoconference coordinator to assist with getting additional partners.

**Comment:** Some of these scenarios you may be able to decide during 123VC or you may draft a rough plan, and then polish it and change it once school starts and you know more details.



### **Last Minute Group Meetings, Preparation/Practice, & Presentations**

There will be some time early afternoon Thursday for groups to meet one last time and finalize any last details. Be sure to practice with the timer to ensure you are within the seven minute time limit. If you have time, make sure you are set up for sharing your visuals (on the document camera or via PowerPoint which can be uploaded into your PBworks page).

Each group will present and you will listen carefully to the other groups' presentations. Each groups' project can be found on the PBworks site. Please provide constructive feedback for each group in the comments section.





# **Local Activities**

## Curriculum Videoconferencing Planner

Month	Teacher/Grade Level	Project Name/Idea	Skills/Content
September			
October			
November			
December			
January			
February			
March			
April			
May			



# Collaborations Around the Planet

a portal for videoconference projects

TWO WAY INTERACTIVE CONNECTIONS IN EDUCATION



# TWICE

## CAPspace Scavenger Hunt



### Login

<http://projects.twice.cc>

- Click **Create an Account**, and follow the instructions.

### Fill in the Blank:

- CAPspace can help me by:



### Events & Badges

- Explore My Projects. See what events different organizations are offering.
- My Projects, Past Events: Are there any badges you should be collecting? Check "My Profile" to see the results.

### "Set" Up

Head over to My Settings.

- About Me: write a narrative & double check your phone number.
- Personal: choose grade levels and titles etc.
- Email: choose which emails you want to receive from CAPspace.

### Search

- Search for someone you know.
- Click Add as a Friend. (They also have to click Add as a Friend to be listed under Friends in your profile.)
- Find a collaboration and note whether it is open, filled, past, or just an idea. If you like one, add it as a **Favorite**. *You can add events, collaborations, people, and equipment as favorites.*

#### Challenge:

- Search Collaborations for "test" and find "Janine's Test Collaboration", and see how the exploding collaboration matching works.



### Stars

- Search Janine Lim and click on the stars on her profile. Each star represents 20 collaborations: either badges or created collaborations.

#### Challenge:

- Check out My Projects, Collaborations and write your own collaboration idea.

### Equipment Profile(s)

- After you have the My Equipment menu option (if you're a VC coordinator), click Add Endpoint to add an equipment profile. Read about verification at [www.twice.cc/verify/](http://www.twice.cc/verify/)



- Challenge:**  Find a list of people who verify videoconference equipment (TWICE Verification Partners). Hint: try this icon on Janine Lim's profile.





CAPspace Coordinator:  
[sue@twice.cc](mailto:sue@twice.cc)



# My Distance Learning Action Plan

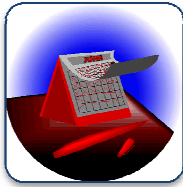
## Knowledge Sort & Reflection



 <p><b>Awareness</b></p>	<p><b>Tell A Friend</b></p> 
 <p><b>Do This School Year</b></p>	<p><b>Need More Training</b></p> 



# **Guest Speakers**



## Video Conference Program Demo

- Date
- Organization
- Name of Presenter
- Contact Info/Website



## Scheduling

- Lead Time
- Cost/Cancellation
- How many classes/students?
- Preparation Materials
- How to schedule



## Student Program

- Curriculum Area/grade level
- Type of Interactions
- Length of Program
- Aligned to standards?



## Questions

- Can the program be adapted/modified?
- Is videotaping allowed?
- My question



# Quality Interactive Video Conference Elements

---

## Topic or Content

- Addresses state or national standards.
- Meets program objectives with an assessment piece.
- Demonstrates full knowledge of the topic by explaining and elaborating when appropriate.
- Appropriate for grade level (including length of program and depth of explanations)
- Topic has cultural/ community significance or helps to make a connection or increase understanding of diversity
- Media or graphics are varied and used effectively to reinforce concepts and present concepts. Transitions between camera and computer are smooth.
- Program begins with a hook for gaining interest and activating schema before beginning content.

## Program Interactivity Strategies

- Presenter established a rapport with audience before and during presentation with age appropriate questions and responses.
- Audience participation is encouraged physically and/or verbally.
- A variety of engagement techniques that accommodate different learning styles are used, such as movement, verbal responses, written responses, group work etc.
- Program also provides additional pre/ post materials or website with resources to encourage additional engagement.
- Presenter provides connections to participants' community or lifestyle throughout the program.

## Presenter and Delivery

- Presenter is enthusiastic and passionate.
- Presenter has a pleasant voice clarity and tone, and is articulate and comfortable in front of the camera.
- Presenter maintains eye contact with camera.
- Presenter paces and maintains time limits of program.

## IVC Setting/ Technology Planning

- Acceptable transmission delay. Audio should be clear. Video may have slight delay.
- Visual stage or setting adds to content. No clutter or poor lighting.
- Presenter maintained a quiet auditory background or minimized distractions.
- Presenter easily manages technology to reach program objectives. Remains calm when dealing with technology glitches.

*Adapted with permission from Kigluait Educational Adventures original materials.*

*RG: Created, April 2010*