

ASTRONOMY DAY AT McDONALD OBSERVATORY INTERNATIONAL YEAR OF ASTRONOMY 2009

VIDEOCONFERENCE GUIDELINES FOR MORNING VIDEOCONFERENCE TIMES ONLY

9:00 - 9:50AM
10:00 - 10:50AM

Welcome to the McDonald Observatory

On April 28, 29, and 30, 2009 Region 11 “Connect2Texas” and UT McDonald Observatory will partner to celebrate Astronomy Day and the International Year of Astronomy with an interactive videoconference for you and your students. We hope that our Astronomy Day videoconference will excite your students about science and technology. During the morning videoconferences, Marc Wetzel and your students will make real-time observations of crescent Venus, explore the moons of Jupiter, and visit with McDonald Observatory Astronomer Rachel Fuechsl.

CHECKLIST FOR THE VIDEO CONFERENCE

When you receive this package

- Carefully review the materials for you and your students.

One week prior to Astronomy Day

- Finish pre-visit classroom activities.

24 hours to go!

- Discuss appropriate behavior during the videoconference with your students. See the appendix for videoconference behavior details.
- For each student, copy the Jupiter’s Moons Drawing sheet which they will complete during videoconference.

On Astronomy Day

- Connect 10 minutes before your program start time to establish the connection and troubleshoot any problems that may occur.

QUESTIONS ABOUT CONNECT2TEXAS AND TECHNICAL INFORMATION

ESC Region 11 Connect2Texas: <http://www.connect2texas.net/>

About Connect2Texas and Providers	Technical Assistance
Laurie Hogle ESC Region 11 Telecommunications and Distance Learning (817) 740-3607 email	Lori Hamm ESC Region 11 Telecommunications and Distance Learning (817) 740-7516 lhamm@esc11.net

INTRODUCTION

We appreciate the time and effort that it takes to prepare your students for their program, and we will do everything we can to make the experience as rewarding as possible.

STUDENT PREPARATION

The videoconference will be most meaningful for students whose teachers have "set the stage" for inquiry before the experience. We have included pre-conference suggestions to identify prior knowledge and misconceptions about astronomy and observatories.

STARTING THE VIDEOCONFERENCE

Please connect at least 10 minutes before the program start time. If you have trouble connecting, please contact your local Education Service Center.

DURING THE VIDEOCONFERENCE

To keep students engaged, we have developed a Jupiter's Moons Drawing sheet for each student to complete during the videoconference. Please have copies for each student to use during the videoconference.

STUDENT BEHAVIOR EXPECTATIONS

Students should be familiar with the concept of a two-way connection and understand that each side can see, hear, and interact with the other. During Astronomy Day, several classrooms will be connected during any one session, so it is important that you keep your videoconference microphone muted. *Because of the large number of classrooms connected at the same time, it is not possible for every classroom to have the opportunity to ask a question during the videoconference.* For those that do, common classroom courtesy will ensure a fun and engaging dialog between students and providers, like McDonald Observatory. Please see the appendix below for further guidelines on videoconferencing etiquette.

APPENDIX

VIDEOCONFERENCING ETIQUETTE

These common-sense behavior guidelines will help students comfortably share and contribute to the videoconference session if they are asking questions to the facilitators during the videoconference.

- **Speak clearly:** Be sure that your speech is clear, loud enough to be heard in a regular situation (adjust volume if need be), and slow enough to be easily understood. Take a moment to test this out at the beginning and make adjustments. Be aware of possible voice delays across the system and accommodate for the delays. Look at the camera and your present audience when talking to ensure that you are interacting with your far-end audience as well as the participants in the same room. If you are wearing a microphone, be sure the volume is properly adjusted. If you are using a fixed microphone, be sure that you are in range to pick up your voice.
- **Minimize background noise:** regular classroom noise easily disrupts a videoconference dialog. If there is a noisy activity planned during the videoconference, plan to mute your microphone.

- Interruptions: unintended interruptions happen, but can be managed. Give students a chance to take care of personal needs before and after the videoconference. Work with your principal to decide what to do in case of a fire drill, and to minimize or defer school announcements during the videoconference..
- Student Call-outs: instead of calling out answers or questions, develop a simple non-verbal way for students to signal that they would like to answer or ask a question.
- Look your best: just like you check how you look in a mirror, check your class's self-view through the videoconferencing hardware to see how you all appear to everyone else in the session. You may discover several changes to make about how students are sitting, standing, or how to better arrange props and furniture. If several different students are presenting, mark spots on the floor to stand; or outline the camera's field of view so students know if they are on or off camera.
- Presentation styles: Adapt your presentation style to fit the videoconferencing logistics. If you are a "walker" during your presentations in a regular classroom, you will have to adapt the classroom camera set-up (or your style) so that you do not disappear from the screen. If you like to engage your students in discussion, be sure that you are including students at your site as well as the far end site and that the camera focuses on them when they are speaking.
- Dress: You and your students will look best in professional and simple clothing with soft colors.
- Lighting: pretend your students are on stage. Avoid harsh shadows. Keep bright lights and sunlight behind the camera to softly illuminate students and props.

Practice in front of the camera: to ease "stage fright," let students practice presentations in front of the videoconference camera, and see themselves in self-view mode. They will be far more confident, relaxed, and engaged during the real videoconference.

Appendix adapted from <http://www.d261.k12.id.us/VCing/classroom/behavior.htm>

Do and Don't List for Videoconferencing sessions:

Please Do...	Please Do Not...
Be courteous to other participants	Make distracting sounds
Speak clearly	Make distracting movements
Keep body movements minimal	Cover the microphone
Move and gesture slowly and naturally	Interrupt other speakers
Maintain eye contact by	Carry on side conversations

looking into the camera	
Dress appropriately	Wear noisy jewelry
Make the session animated	Shout
Do be yourself!	

Table from <<http://www.d261.k12.id.us/VCing/classroom/behavior.htm>>