Remote Teaching Room Guidance

Introduction

This guidance aims to support academic staff with preparing for on-campus teaching, using the updated AV facilities, and revising teaching plans in accordance with the available equipment.

Part 1: Before Your Class

The Learning Spaces team are running AV equipment familiarisation sessions where you will be given demonstrations of the new equipment in the teaching rooms and get a chance to try out the technology yourself. You will also be able to get your own device set up. It is highly recommended that you attend one of these sessions. A Learning Technologist from Education Enhancement will also be in attendance and after the AV session will be on hand to discuss possible teaching scenarios with participants.

The drop-in sessions will be held in the Learning & Teaching Building, Poets Corner, Room TL434, starting on Tuesday 21 Sept from 9am to 4pm, and running each subsequent Tuesday for six weeks in total.

Once you have been allocated a room, your next step should be to do the following:

1. Determine exactly what equipment will be in the room you will be using. To find out, visit the AV Facilities web page: http://www.learningservices.strath.ac.uk/avfacilities/basicresults.asp?building=TLB&Submit=Show+Results
2. Click on the **instructions** link for your particular room – this will be a downloadable PDF.
3. Decide whether you need (or want) to bring your own laptop (BYOD) or whether you will be using the PC in the room – but note that not all rooms have a built-in PC.

THE AWARDS 2019 WINNER UK UNIVERSITY OF THE YEAR FOR A SECOND TIME
THE TIMES THE SUNDAY TIMES GOOD UNIVERSITY GUIDE 2020 SCOTTISH UNIVERSITY OF THE YEAR
The Queen's Anniversary Prizes For Higher and Further Education 2019
Times Higher Education University of the Year 2012 & 2019
Times Higher Education Widening Participation Initiative of the Year 2019
The University of Strathclyde is rated a QS 5-star institution
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Room types and Differences

The AV Facilities web page linked above will show you exactly what facilities are available in the room you will be using. Facilities may include one or more of the following:

- Dual Display - two or more projectors which can show different things to the audience at the same time
- HDMI - Rooms with digital HDMI connectivity
- BYOD (Bring Your Own Device) – wireless connectivity which allows you to present from your own device
- Document Camera / Visualiser
- PC installed – a built-in PC so that you don't have to bring your own device
- VGA - Rooms with VGA connectivity
- Microphone
- Induction Loop System
- Voting System / PRS System
- Remote participation

Having identified the room you will be teaching in and the available equipment, the next step is to review your teaching plans and assess whether you will need to adapt them.

Part 2: When you arrive at your class:

1. If using the in-room PC, follow the instructions on the podium console to switch everything on.
2. If using your own device, connect it via the VGA or HDMI cable depending on what is available.
3. Connect to the eduroam Wi-Fi network if you haven't already done so.
4. Follow the instructions on the podium console to project your teaching materials on to the screen (or screens if applicable). Remember instructions for using the console can be found on the ISD AV Portal as described above. http://www.learningservices.strath.ac.uk/avfacilities/basicresults.asp?building=TLB&Submit=Show+Results

Note: Should you run into any problems with setup you can raise a support request with ISD either by phone or via an automated web form. Mail ls-roomsupport@strath.ac.uk or call x5999 (+44 (0)141 548 5999).

Additional Preparation and Delivery Tips:

Microphone

If a lapel microphone has been provided in the room (medium and large teaching rooms), it is recommended that you use that as it will amplify your voice and provide a better audio experience for your students. Just switch it on and it should work; however, you do still need to speak loudly and clearly. If you walk away from the lectern, the microphone will still broadcast your voice (although see note on the Camera below).

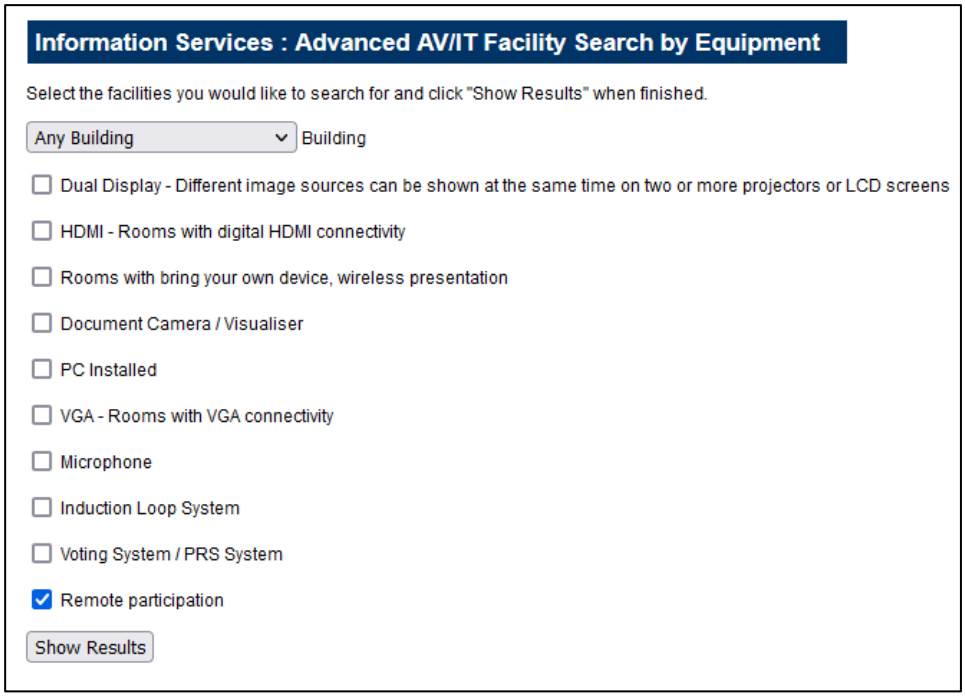
Camera

Be aware that for the moment, video cameras in the teaching spaces across campus are set at a fixed angle above the lectern – this means that if you move about while you are presenting, you may not be visible on the projection screen.

If you are using a room with dual projection screens, you can project yourself on to one screen, and information such as presentation slides on to the other.

Potential Teaching Scenarios

At present, learning spaces across campus, including those within the Learning and Teaching building, support uni-directional broadcast of lectures. That is, lecturing without verbal interaction with students who are in the room or who are following remotely. These rooms can be identified by using this webpage: http://www.learningservices.strath.ac.uk/avfacilities/advancedsearch.asp and filtering the search criteria on “Remote participation”:



Room Search for “Remote Participation”

The lecturer will be provided with a microphone but roving microphones for the auditoriums are not permitted due to Covid restrictions. This mode of teaching is supported for:

1. Lecturer in the room, all students in this same room (for example, session being recorded using Zoom for student revision purposes).

2. Lecturer in room, some students in room, and some in an overspill room within the Learning and Teaching building. *Note that students in the overspill room will not be able to hear student contributions made in the main lecture room.*
3. Lecturer in room, some students in this same room, some connecting remotely (via Zoom). *Note that students connecting remotely will not be able to hear student contributions made in the lecture room.*
4. Lecturer in room, all students out of room (all students remote via Zoom).
5. Lecturer remote, all students in same room (requires supervisory member of staff in room). *Note that students in the room will not be heard by the remote lecturer.*
6. Lecturer remote, some students in room, some out of room (requires supervisory member of staff in room). *Note that students in the room will not be heard by the remote lecturer.*
7. Multiple points of student visual focus e.g. including visualiser writing maths notation;
8. A recording being made of the teaching session in any of the above scenarios.

Using Zoom to Record a Lecture

Zoom can be used to record your on-campus sessions. You can open a Zoom session on your desktop and select record, then proceed to share slides and deliver a presentation as normal.

This recording can later be shared with students who were unable to attend. Please see the Academic Continuity Guidance for guidance on recording a Zoom session.

Audio and Video settings in Zoom

You can schedule and open a Zoom session in the normal way – this session can then be broadcast on the big screen for the benefit of in-room participants.

Audio settings tips:

Set the **Speaker** to: Same As System

Set the **Microphone** to: Microphone (USB Audio Device)

Using Zoom for Off-Campus Students

If you are considering using Zoom to include students who are unable to attend campus (and who have formally requested Hybrid teaching via the Personal Circumstances Procedure), it is important to note the following:

Students joining via Zoom, with the session projected on to one of the big screens, can be invited to speak and this will be broadcast to the participants in the lecture theatre/teaching room. However, because the teaching rooms support uni-directional broadcasting as described above, *the on-campus participants will not be heard by the students on Zoom*. Because of this you may have to summarise in-room contributions for the students on Zoom.

If you do plan to use Zoom, at the outset explain to students both in the room and in the Zoom session how you wish them to communicate and ask questions. Zoom participants can use non-verbal signs in Zoom, or the chat function (n.b. if you don't want it, Chat can be turned off in Zoom settings. See https://support.zoom.us/hc/en-us/articles/115004809306-Controlling-and-disabling-in-meeting-chat#h_01F541Y54SB6G7T20FD81NSDR0 for "User" settings).

You can put students in groups or pairs for group work, either physically in the room or using Breakout rooms in Zoom, but again remember *you will need to summarise any in-room communications for the benefit of the Zoom students*. If you are planning to do this you may need an assistant to help moderate the discussions in one of the environments.

Important: no one in the lecture theatre or teaching room can join the Zoom meeting **with Audio on** as it will cause microphone interference.

Further Information and Support

Hybrid Teaching and Learning Guidance

Please check the Hybrid Teaching and Learning Guidance (Section 4) for hybrid options on offering alternatives for the four main modes of delivery including lectures, seminars/tutorials, PC lab work, and non-PC lab work.

Blended Learning

This document outlines the guidance provided for undertaking undergraduate, postgraduate and non-credit bearing teaching under the circumstances of the 2020 Coronavirus pandemic, where the normal capacity of the campus to support teaching and learning is interrupted

STEP - Blended, Online & Hybrid Teaching and Learning Drop-In Sessions

If you have specific questions regarding blended, online, and hybrid teaching, please come along to one of our drop-in sessions and we'll try to provide you with a bespoke solution.

Appendix – Supporting Hybrid Teaching and Learning

The points below give suggestions on alternative modes of delivery for students who are unable to come to campus due to personal circumstances.

These examples are intended to provide alternatives for face-to-face, interactive sessions.

1. **Record** session using Zoom - show slides on share screen and record tutor audio. The microphone on your laptop or lapel will not be suitable to record student audio with high enough quality. You may only wish to record your introduction to the session if the rest of the session is then going to be interactive.
2. For sessions where you actively facilitate and offer feedback, you may want to offer a **separate Zoom session** for those students who were unable to attend.
3. For sessions where there has been active student participation, you may want to provide session instructions and/or questions on Myplace for students to engage with through a **discussion forum**. You may wish to restrict access to the discussion forum for the students who are unable to attend so you can more easily monitor and respond to them. However you may wish to create a whole class discussion forum and encourage students who were part of the face-to-face session to share their written responses to questions as a continuation of learning.
4. For sessions where discussion topics have been at the centre of activity, provide session instructions and/or questions on Myplace for students and encourage the students who were unable to attend to have **their own Zoom session** to discuss the task. Students could then feedback their responses in a format that is appropriate for you: email, Zoom session, a discussion forum, wiki, or blog post.
5. For sessions where students have been particularly involved in something like problem-based learning or lab work, create an activity for the students who were able to attend where they capture and demonstrate their learning through an appropriate format and share via Myplace for the benefit of all students. This could be done in groups. Students could write blog posts, share photos, create infographics, slides or any kind of appropriate **digital artefact**. Students could post links to their digital artefacts in a discussion forum if they are unable to be shared/shown in the forum.
6. Alternatively for sessions where students have been particularly involved in. something like problem-based learning or lab work, the face-to-face session could have a **follow up Zoom session** where all students attend and report back on their group's experience - this way other groups (those in attendance and those who were unable) can learn from each other (this could be recorded for any students who are unable to attend the live online Zoom session).
7. If students are working in groups on campus, you could have students use **a device with Zoom at their table** to involve a group member who is unable to attend but can participate. This would require noise levels to be low and may only be suitable for classes with low numbers. Simultaneous provision can be challenging but may work well in small groups.
8. You may wish to **record a short video or write a summary** of the face-to-face session or the week's activities to help students understand what has taken place and to see the connection between the synchronous and asynchronous activities.