

Scenario 1 – Virtual Office Hours

Scenario: One of you will play the role of instructor while the other plays the role of student. You want to provide your students access to materials for your classes, as well as an opportunity to meet with you to discuss anything related to instruction or advising. You want to be able to meet with students, but do not want to have to spend time with routine tasks such as dispensing documents when you would much rather talk and interact with your students. To compound your situation, you will have times when you are not in your physical office, yet still want to be able to meet students.

Some things to think about:

- Establish the virtual office hours meeting space
- Add the following pods:
 - Attendee
 - File share
 - Chat
- Students/visitors can interact with the instructor via the chat pod if they do not have a microphone
- If the student has a microphone, grant them audio rights so that you can converse with them via audio
 - Only that student will have access to speak
 - You can change the rights once you are done talking with them
- When finished with virtual office hours
 - Leave the meeting in a layout where students can leave messages (chat pod) and/or download files (file share pod) such as a syllabus
 - Add a share pod if you want the visitors to have access to a PowerPoint
- Record session to use for future use
- Be prepared to share with group

Scenario 2 – Meeting Rooms

Scenario: You both are students of the same course. As part of the class, your instructor wants to be able to provide you with time, during class, to meet in small groups to discuss a problem and then report back to the full group. Since this is a Master’s class, you commute to campus twice each week. You would like to be able to meet prior to coming to campus, and also participate in class without having to always travel to campus. Some of the students are currently driving up to 3 hours one way for class.

Some things to think about:

- You are both students in the course
- Create your central meeting space.
 - Use of the course number may be most effective, i.e. COMM465 or come up with a clever name for your group
- Add the following pods:
 - Note pod
 - Attendee
 - Needed to identify the “reporter” for each group
 - Chat/Q and A
 - To allow for questions/answers
- Include information in each of the pods
- Record session to use for future use
- Be prepared to share with the group

Scenario 3 – Remote Course Support

Scenario: You are teaching a fairly complicated course in advanced algorithms in mathematical equations. You routinely answer student questions that deal with assignment issues, and attempt to correct the problem or resolve the issue through talking your students through a series of steps via the phone. This works, but is not always the best way to explain something. It also limits you in that you can't actually "see" what the problem is, nor can you see if your student on the other end is actually following the correct procedures. You want to make your help more effective, and more efficient. One of you will play the role of teacher while the other person will play the role of student.

Some things to think about:

- Create the "help" meeting space
 - Add the following pods:
 - Share
 - For sharing/accessing the desktop and/or application
- Give the caller the URL for the help space
- When the caller authenticates, they will appear as a request to enter the meeting space.
 - You can accept or decline
- Promote the caller
- Instruct the caller in how to share their desktop or application
 - In the share pod, select "My Computer"
 - Have them choose the desktop or the application
 - The application must be open to be viewable
- View/review the problem with the caller
- If necessary, request control of the desktop or application.
- Ask the caller to grant control.
- Demonstrate, assist or instruct the caller using their machine.
- When finished, release control back to the caller.
- If this is the end of the help session, end the meeting.
- Record to use for future use
- Be prepared to share with group

Scenario 4 – “Once-in-a lifetime” Guest Lecturer

Scenario: One of you will take the role of renowned author Michael Jacobson, who has agreed to talk to a communications class of Nancy Riley’s. At the last moment, his schedule suddenly changes, and he cannot make the flight in from Colorado. He is still very interested in speaking to the class and presenting his thoughts, but he can’t physically be there, and make another appearance in the Far East the following day. The other person will play the role of participant in the session.

Some things to think about:

- Establish the meeting room
- Add the following pods:
 - Chat
 - Question and answer
 - Video
 - File Share
- Send the account information to the guest lecturer, along with the URL of the meeting space
- Interact with the participant in the session using the various pods available
- Record the meeting
- Be prepared to share with the group

Scenario 5 – Teaching with both In-person and Distributed Students

Scenario: You are giving a lecture as part of a lecture series and you will have both in-person participants and participants from other locations who are not able to attend in person due to distance. You want to include them, and with more than a telephone conference. One of you will play the role of lecturer speaking on the intricacies of the worm while the other will play the role of distance student.

Some things to think about:

- Establish the meeting space
- Add the following pods:
 - Share
 - File share (for sharing a PowerPoint or other documents)
 - Chat (for use with the Q and A pod)
 - Question and Answer
 - Poll
 - Prepare any polls in advance and put them in either the presenter area or in the polls layout
- Record the meeting
- Interact with the participant in the session using the various pods available
- Switch to the poll layout to use any poll questions – please answer at least one poll question
- When the meeting is over, stop the recording
- Be prepared to share with group

Scenario 6 – While the Instructor Is Away . . .

Scenario: As a group, you will play the role of Silfredo Hernandez who has been selected to present a paper at an international conference in Argentina during the spring semester. He is a devoted teacher, and would rather not have to cancel class. In addition, he has no teaching assistant, and missing a class will set his course back. During the time that the class normally meets, he will be presenting at the conference, so a live session is not possible.

Protocol:

- Establish the meeting space
- Add the following pods:
 - Share
 - File share (for sharing a PowerPoint or other documents)
 - Web links (for listing a link to a related website)
 - Note
 - Poll
- Upload the PowerPoint into the share pod
- Begin recording the meeting
- Record the narration of the PowerPoint, the same as if it were being done live
- Interact with the participant in the session using the various pods available
- When finished, end the recording
- Be prepared to share with group

Scenario 7 – Panel presentation and Discussion

Scenario: As part of a summer National Science Foundation program, five noted scientists are visiting campus. The director of the program, Professor Harrison Ryan, wants to convene a panel discussion for the students in the program. After sharing the idea with a colleague, they decide that it would be great if they could share the panel discussion with their science colleagues at the various campuses.

Each of the panelists will make a brief presentation on their area of expertise or current interest, followed by a question and answer period. One of you will play the role of a panelist while the other person will play the role of participant in the presentation.

Things to think about:

- Establish the meeting space
- Add the following pods:
 - Share
 - Chat
- Upload any content that the panelist will be using into the share pod so that they will have access to it as they present
 - Create a new share pod for panelist, storing those not currently being used in the Presenter area
- Interact with the participant in the session using the various pods available
- Record the meeting
- Be prepared to share with group

Scenario 8 - Instructional Video

Scenario: Both of you, as a group, will play the role of Bill Davis, a renowned scientist known for his use of lasers on small particles of fish hairs. In his labs, he spends a considerable amount of time giving instructions on how to conduct the lab, both the directions and the safety instructions, that he often finds he is spending more time with instructions and less time with the actual lab. Bill would like to record the instructions for students to watch before they come to lab, and be able to spend more time answering questions and actually conducting the lab experiments.

Protocol:

- Establish the meeting room
- Create the layouts that you want to use during the meeting
- Add the pods to each layout, dependent on what you want to demonstrate or what information you want to provide in each layout
- Prepare all of the content in advance, and load it into the appropriate pod
 - Name the pods and the layouts for easier, semantically meaningful progression through the video
- Start recording the meeting
- At the conclusion of the meeting, stop the recording
- Be prepared to share with group