

**Jaime Lyon & Petra Maier**  
**Summer 2012 Release Time Report**  
**July 27<sup>th</sup>, 2012**

**Distance Learning Project**

- 6/12/2012 Petra met with Mike Williams and Rick Seeley from ITS to learn more about the Polycom technology.
- 6/18/2012 Petra and Jaime met with Joyce Milambiling to discuss use of Adobe Connect + eLearning for online distance classes.
- 6/21/2012 Petra and Jaime met with Tammy Gregersen to discuss use of Adobe Connect + eLearning for online distance classes.
- 6/22/2012 Petra, Jaime, and Mike Williams observed the use of Polycom during Vicki Oleson's math class.
- Contact was established with Belle Cowden concerning the Quality Matters workshop on July 30<sup>th</sup> and 31<sup>st</sup> (Jaime Lyon and Thomas Riedmiller will attend).
- 7/3/2012 Petra and Jaime met with Mike Williams to discuss results of research on Polycom and Adobe Connect.
- 7/10/2012 Petra and Jaime met with Philip Plourde and Mike Williams to discuss the project.
- 7/18/2012 Petra and Jaime along with Philip Plourde, Mike Williams, and Sally Roos met with Rick Seeley to learn more about Polycom, Adobe Connect, Panopto, and other technological services available through ITS.
- 7/19/2012 Petra and Jaime met with Sally Roos to discuss possible exchange ideas to integrate communication between individuals at our site and other sites as well as advertising the CIEP to other sites.
- Links were provided for Joyce Milambiling's Adobe Connect class to observe a live online class.
- Contact has been established with several schools (Columbia & Turkey) who may want to start an exchange this fall.
- Jaime and Petra researched websites of IEP programs in the US and found five schools that offer online courses. A list of these schools was provided to Philip Plourde.
- 7/23/2012 Philip Plourde, Mike Williams, Jaime and Petra skyped with Kemal Akcali, director of the Department of Foreign Languages at Gediz University in Turkey, to discuss collaboration between the two universities.
- 7/25/2012 Jaime and Petra met with Sally Roos to discuss possible activities for Gediz University.
- Jaime and Petra will observe Tammy Gregersen while she teaches a Thursday night class using Adobe Connect starting on August 23<sup>rd</sup>.

## **Background**

To help diversify our students and teaching practices, the CIEP is looking for ways to form connections and collaborate more with international universities. It is hoped that future interactions can be formed between students and staff at different universities. There are several goals to this form of communication: 1). students can practice English outside of the classroom with a wider audience, 2). students from other universities will get a glimpse of life at UNI and want to study abroad here, and 3). teacher development with those in the same profession, but different areas of the world can be encouraged. Therefore, Petra and Jaime have been researching the technology which would allow communication among the different universities which are outlined in the following sections.

## **Polycom**

Polycom is a videoconferencing and voice communication system that enables interactive communication between distant sites in real-time. In other words, “it is an interactive tool that combines the use of video, computing, and communications technologies to allow people in different locations to meet face-to-face and have a live discussion”.

<http://tns.its.psu.edu/videoconferencing/videoConfQuickStart.cfm>

There are several rooms at UNI with Polycom (3 rooms in ITTC, 1 in SEC, and 1 in CBB). These rooms enable multi-point videoconferencing with distant locations that are all able to participate in the same videoconference through a device called a video bridge. Videoconferencing is possible with one or multiple distant sites. The rooms are typically equipped with the Polycom unit with single or dual displays, digital cameras, microphone, and a Polycom soundstation phone. All UNI Polycom rooms are available to the CIEP free of charge; however, advanced booking is required. For example, there are three Studios for Innovative Teaching in ITTC (ITTC 134, 136, and 138) that are all “interactive technology classrooms equipped with a Crestron multimedia classroom system, an instructor computer, Dell laptop computers, and a Polycom videoconferencing unit”. <http://www.uni.edu/its/labs/studio-it> Using UNI Polycom rooms might be the easiest option for the CIEP at the beginning, nevertheless, Polycom also sells mobile Polycom units that are portable and can be conveniently moved to any classroom.

The main advantage of the Polycom system is that it enables high quality synchronous interaction, i.e. real time full-motion interaction with remote sites in a very high audio and video quality. This means it enables participants to observe and react to each other’s body language, facial expressions and vocal intonations. This makes Polycom the most suitable for teacher-students set up, which is the closest scenario to the typical real-life classroom set up. The camera follows the teacher in the classroom and the teacher can share his or her computer screen or share documents using a document camera. Connecting with remote sites is rather simple by

dialing-up to the video bridge or dialing a site IP address from the directory. Finally, live Polycom videoconferences can be recorded and the videos can be uploaded to the UNI website for students to view at a different time. Students will access it with a username and a password.

One of the disadvantages of the Polycom system is that bandwidth and network performance affect the quality of the videoconference. Fluctuations in bandwidth can limit audio and video quality of the session. In addition, Polycom requires a large financial investment in this technology. For the CIEP, the investment will not be necessary if we decide to use already existing Polycom rooms on campus; however, potential partner institutions will have to invest into this technology if they currently do not have it. This might also limit the list of partner institutions for the CIEP. The cost of Polycom packages varies from about \$11,000-\$15,000. The mobile Polycom cart is also available for about \$12,000. Furthermore, Polycom videoconferencing requires planning and timing by the facilitator and also a presence of another moderator at the remote site. Timing might become an issue and might limit the choice of partner schools due to time differences between the countries.

Although typical Polycom videoconferencing generally requires the participants to be present at the site equipped with this technology, there might be other options. Polycom Real Presence system is a new technology that enables videoconferencing via iPads or iPhones. This might be a cheaper option for partner schools without Polycom.

See Appendix A for more information.

### **Adobe Connect**

The University of Northern Iowa currently has a license to the Adobe Connect software which would allow CIEP to have large group, small group, or individual meetings with individuals in different areas of the world (there would not have to be physical meeting sites where students would have to come). There would be an approximately \$150 fee to get a host license which would cover multiple classes for a year. Possible funding can be requested through ITS. This software can be directly linked to eLearning or used as a standalone classroom/meeting room.

Adobe Connect is very similar to a classroom setting in which a teacher or leader controls the classroom environment. Students can participate live and/or watch the recording of the class at a later time. A teacher can register students giving each individual a user name and password which they would use to get into the classroom, but if the link is provided, people can ask to participate as a guest. Video and audio equipment would be needed for each person involved to participate; however, limitations to the number of individuals using a microphone and video may be needed if bandwidth is not large. In addition, the teacher has access to a whiteboard to write down information, use of their desktop to demonstrate information on other programs, a breakout room to put students into small groups or meet with students individually, the option to poll attendants, and the ability to post links and videos.

See Appendix B for more information.

### **Panopto**

The University of Northern Iowa is also currently using Panopto, which is a webcasting software that allows people to post lectures and other video for online viewing. The videos can be open to the public or locked with a universal username and password. While viewing, students have the ability to post comments and respond to what the lecturer or other participants are saying. If a live lecture, this would allow the lecturer to acquire feedback and adjust their lecture as needed. However, Panopto does not allow interaction from audience video or audio.

### **Skype**

A free software which would not require help from the ITS department at UNI is Skype which is a video calling and chatting software that allows individuals or groups to meet through video/audio or instant messaging. The software is free from their website, but does require a download and account registration to use the software. Meetings are not recorded so it is not possible to go back and view a video recording at a later date which means that all interaction has to be live. In addition, audio and video quality can be somewhat delayed and/or of a low quality.

### **Future Implications**

Overall, our goal is to use this technology to make the CIEP more visible abroad. All these forms of technology have the potential to be a great tool to attract students from different countries to come to study at CIEP and UNI. During videoconferencing sessions, international students from partner institutions will have a unique opportunity to meet CIEP teachers and students live and learn more about the program and UNI campus, which might eventually motivate them to come to UNI. Additionally, these videoconference exchanges will be an opportunity for students on both ends to engage in English conversations and practice their speaking skills. It is also our recommendation to use videoconferences as cultural activities aside from the CIEP curriculum, for instance, as listening/speaking log activities for CIEP students. These videoconferencing sessions have the potential to become a regular program like the RSVP or Culture Hours. To interest partner schools, we recommend that native English speakers are present during the videoconferences as much as possible.

In conclusion, each collaboration with a partner institution may be different depending on the types of technology which can be used and the expectations of the types of interactions between the off-campus site and the CIEP. Consideration of the access to technology and types of activities will have to be taken into account for each separate university with which we collaborate.



# Polycom

- **General description:** videoconferencing and voice communication system which we can use to establish a cooperation with potential partner institutions but is not suitable for online ESL distance learning classes
- **Availability:** available to the CIEP free of charge (3 rooms in ITTC, 1 in SEC, 1 in CBB?), rooms need to be booked in advance
- **Training:** Rick Seeley (7/16/2012), free
- **Pricing:** free for CIEP (available at UNI), \$ 12,000+ for partner institutions if they don't have it yet
- ☺ **Advantages** of Polycom:
  - high quality of synchronous interaction (real time audio and video interaction with remote sites in high quality)
  - enables whole class as well as group work
  - real time, full-motion interaction between participants possible
  - all participants can talk at once
  - most suitable for Teacher-Students set up (closest to real life class set up)
  - security of tests is high, teacher can see students on camera
- ☹ **Disadvantages** of Polycom:
  - No recording ability (only live)
  - Bandwidth and network performance affect quality
  - Partner institution needs the same technology → large financial investment
  - Lower quality of graphics & Power Points
  - Not suitable for individual student instruction (individual students from different remote locations; they would have to sit in a room with Polycom)
  - Time difference between CIEP and partner institution needs to be considered, careful planning and scheduling are necessary
  - Finding audience
- Polycom use scenario: CIEP teacher, CIEP students, technician + partner institution teacher/facilitator, partner institution students, technician
- Other IEP programs: we haven't found one that uses Polycom to teach ESL classes online



## Conclusion:

- ☺ Polycom might work best to make an initial contact with countries and attract students from different countries to study in the CIEP (either summer programs or regular classes)
  - International students will have a chance to meet CIEP teachers and students live
  - They will learn more about the program and UNI

- They might be more motivated to come study to CIEP/UNI
- It can be used as a CIEP speaking activity for LS log credit (Sally's activities)
- This might bring indirect (potential summer programs, partnerships, individual students) but not direct financial benefit for the CIEP (as online classes would do)

☹ Polycom will not work well to teach CIEP classes online (distance learning classes):

- It is unlikely that we will find a school or even a class that would want to take CIEP classes and follow our current curriculum (time commitment)
- Partner institutions are so interested in having their students talk to our students (non-native speakers as well), they want their students to talk to Americans
- It would be impossible to fit the online component in our regular class schedule and curriculum, e.g. have LS classes regularly do these online videoconference

Photos:

[http://www.polycom.com/products/telepresence\\_video/telepresence\\_solutions/room\\_telepresence/hdx\\_series.html](http://www.polycom.com/products/telepresence_video/telepresence_solutions/room_telepresence/hdx_series.html)



# Adobe Connect + eLearning



What is it?

- “Adobe® Connect™ for eLearning provides a complete solution for rapid training and mobile learning, enabling rapid deployment of training accessible from anywhere, anytime, on virtually any device.”
- Software that allows integration of curriculum with online meetings, chats, presentations, lectures (live or recorded), video, assessment, etc.

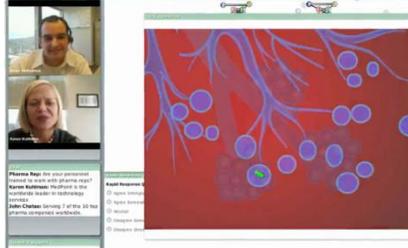
Pros:

- International – tech. is supported in most countries
  - China, Russia, Turkey, etc.
  - no worries about time differences
  - reach more students (they do not have to be at a site)
- Equipment – headphones, microphone, and webcam
  - any connection to the Internet will work
  - simple access – just need URL (can be password protected)
- UNI already has a license and possible funding (otherwise a fee per class ~ \$100) – ITS controlled
  - not sure which license UNI has – Adobe host, on-premise, or managed service by Adobe
  - more cost effective to reach those who may not have Polycom
- Office of Continuing Ed. will help support CIEP staff (Quality Matters and individual training)
  - Belle Cowden, J.C. Last, Farah Kashef
  - also live support from Adobe Connect if needed (self-paced courses with live online instructor training) – [www.adobetv.com](http://www.adobetv.com)
- Any video or other large amount of data is converted into a lightweight format to keep program running efficiently.
- No cap on number of students (more students = higher fee)
  - ex: Purdue University had a class of 200 (used during a snowstorm for students on campus)
  - Most UNI online classes are 15-25 which seems to work well.

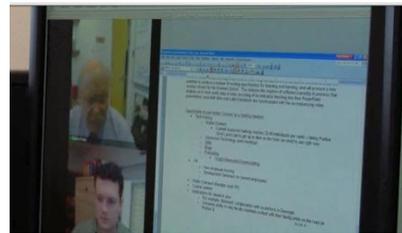


## Adobe Connect:

- Meet as a whole class or break apart into groups.



- Teachers can meet with students privately and discuss worksheets/documents.



- Lectures can be live or recorded.



- Students can interact (raise hands, applaud, chat, ask questions, etc.) as teacher is instructing.
  - Instructors have access to a white board, their desktop, chat rooms, and meetings rooms, etc.



## Cons:

- Security – how do we know who is taking tests/assessments/participating?
- Lower levels – may be difficult to begin and instruct beginners in English only
- Time to develop and implement
- If technical problems, teachers often have to have students turn off their microphones or webcams (thus losing the interaction of students). Students can still see/hear teacher, but teacher cannot see/hear students.
- Sound quality from microphones and video quality

Photos: <http://www.adobe.com/products/adobeconnect/elearning.html>

## Contacts

### Polycom

- Rick Seeley x37218 ([rick.seeley@uni.edu](mailto:rick.seeley@uni.edu)) – ITS Research and Development Coordinator
  - Office – ITTC 101A
- Cody Johnson x37223 ([cody.johnson@uni.edu](mailto:cody.johnson@uni.edu)) – Studio IT rooms/reservations
  - Office – ITT 120 0301
- Vicki Oleson x37650 ([vicki.oleson@uni.edu](mailto:vicki.oleson@uni.edu)) – Assistant Mathematics Professor
  - Office – SSC 228 0395
- Jason Mauchley 801-786-5772 ([Jason.mauchley@polycom.com](mailto:Jason.mauchley@polycom.com)) – Polycom Inside Territory Account Manager (Polycom sales & pricelist)

### Adobe Connect

- Belle Cowden x 37211 ([belle.cowden@uni.edu](mailto:belle.cowden@uni.edu)) – Instructional Developer/Coordinator at Continuing Education & Special Programs (Quality Matters Workshop)
  - Office – H32 0223
- Farah Kashef ([farah.kashef@uni.edu](mailto:farah.kashef@uni.edu)) - Office of Continuing Ed.
- J.C. Last ([jc.last@uni.edu](mailto:jc.last@uni.edu)) - Office of Continuing Ed.
- Rick Seeley x37218 ([rick.seeley@uni.edu](mailto:rick.seeley@uni.edu)) – ITS Research and Development Coordinator
  - Office – ITTC 101A
- Joyce Milambiling x 36099 ([joyce.milambiling@uni.edu](mailto:joyce.milambiling@uni.edu)) – Associate Professor of Language & Literature
  - Office - Baker 102 0502
- Tammy Gregersen x 32729 ([tammy.gregersen@uni.edu](mailto:tammy.gregersen@uni.edu)) – Associate Professor of Language & Literature
  - Office – Baker 214 0502

### Panopto

- Rick Seeley x37218 ([rick.seeley@uni.edu](mailto:rick.seeley@uni.edu)) – ITS Research and Development Coordinator
  - Office – ITTC 101A

### International Universities Interested in Collaborating

- Mustafa Namli ([Mustafa.namli@gediz.edu.tr](mailto:Mustafa.namli@gediz.edu.tr)) – International Relations Office Director at Gediz University in Turkey
- Kemal Akcali +90 (232) 355 00 00 ([Kemal.akcali@gediz.edu.tr](mailto:Kemal.akcali@gediz.edu.tr)) – Intensive English Prep School Director at Gediz University in Turkey
- Ezana Eyassu Habte-Gabr ([ezana.habte-gabr@uexternado.edu.co](mailto:ezana.habte-gabr@uexternado.edu.co)) – Externado University in Bogota, Colombia
- Li Hua ([hualigz@126.com](mailto:hualigz@126.com)) – Dean of the Department of Foreign Languages at Guandong University of Education in China

## Other Resources

### Polycom

- Official website:  
<http://www.polycom.com/index.html?ss=false>
- Introduction to Polycom use and video user guides:  
<http://tns.its.psu.edu/videoconferencing/index.cfm>
- ITTC rooms at UNI:  
<http://www.uni.edu/its/labs/studio-it>
- Polycom history, company, and products:  
<http://en.wikipedia.org/wiki/Polycom>
- Polycom Real Presence:  
[http://www.polycom.com/products/hd\\_telepresence\\_video/realpresence\\_mobile/](http://www.polycom.com/products/hd_telepresence_video/realpresence_mobile/)
- IT Studios for Learning at UNI  
<http://www.uni.edu/its/labs/studio-it>

### Adobe Connect

- Official Website:  
<http://www.adobe.com/products/adobeconnect/elearning.html>
- Resources and Support for Adobe Connect:  
<https://meeting.psu.edu/>
- Learn more about Adobe Connect:  
<http://www.adobe.com/support/connect/gettingstarted/index.html>
- Quality Matters:  
<https://www.qmprogram.org/>
- Adobe Connect Online Resources  
<http://www.uni.edu/its/support/article/831>

### Panopto

- Official Website:  
<http://www.panopto.com>

### Skype

- Official Website:  
<http://www.skype.com>

### Other Helpful Sites

- Use of technology for online classes:  
[http://www.ted.com/talks/peter\\_norvig\\_the\\_100\\_000\\_student\\_classroom.html](http://www.ted.com/talks/peter_norvig_the_100_000_student_classroom.html)
- Guide to Video Conferencing:  
<http://tns.its.psu.edu/videoconferencing/videoConfUserPractice.cfm>
- Online language program:  
<http://www.webswami.com/>
- Video Conferencing:  
<http://www.bluejeans.com>

**U.S. Intensive English Programs that offer online ESL classes:**

1. University of Arizona:  
Suzanne Panferov  
[panferov@email.arizona.edu](mailto:panferov@email.arizona.edu)  
[www.cesl.arizona.edu](http://www.cesl.arizona.edu)  
<http://www.cesl.arizona.edu/online.html>
2. University of Illinois at Chicago  
Diane Highland  
[highland@uic.edu](mailto:highland@uic.edu)  
[www.uic.edu/depts/tie](http://www.uic.edu/depts/tie)  
<http://www.uic.edu/depts/tie/effprofwriting.html>
3. University of Oregon  
Cindy Kieffer  
[ckieffer@uoregon.edu](mailto:ckieffer@uoregon.edu)  
<http://aei.uoregon.edu/>  
<http://aei.uoregon.edu/distant.html> (teacher training online courses)
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[www.igateways.sjsu.edu](http://www.igateways.sjsu.edu)  
[http://igateways.sjsu.edu/Courses/Writing\\_Skills\\_for\\_the\\_CPA\\_Exam.html](http://igateways.sjsu.edu/Courses/Writing_Skills_for_the_CPA_Exam.html)