

## Encouraging Dialogue

It's common for students at the remote sites to feel a sense of alienation. This happens when they cannot interact with the teacher as they normally would. Also, teachers may not get the same feedback from the remote students, and may begin to focus on the student at the local site. It's easy to relegate the distant students to the role of observer. From the remote sites, asking questions can be difficult for students, especially to get the atten-



Always look into the camera when speaking to students at remote sites.

tion of the teacher and talk to the screen. It's important for teachers to anticipate questions by observing facial

expressions and body language and then encouraging the question. Eye contact is also critical. If shy students consistently sit away from the camera, ask them to change seats so you can see them clearly. Remote students will be more likely to pay attention when the instructor calls on them by name and looks into the camera. Handouts should be sent in advance to the remotes sites, where students can copy and distribute them prior to class. Consider alternative modes for interaction, too. Students who are inhibited by the ITV may feel more relaxed about using email. I highly recommend a web component be part of your ITV class.

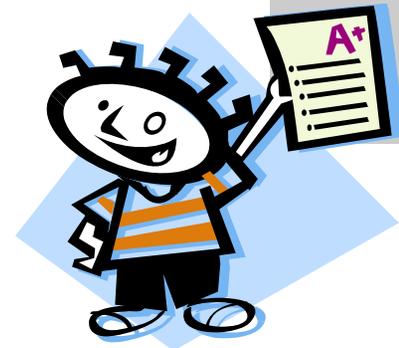
### NORTH CENTRAL DISTANCE LEARNING CONSORTIUM

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## Instructional Strategies for ITV Teachers



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## Teaching Strategies to Enhance ITV Classes

In distance education of any kind, the teacher will probably spend more time preparing and developing instructional strategies designed to actively engage learners than in a conventional class. Acting as a “learning facilitator” will improve the learning for both local and remote students as they take increased responsibility for their



Call on students by name not location.

room, as well as the distant sites, and possibly coordinate remote resources. It may seem there is a long planning process and learning curve as you begin to utilize the technology, but with planning, ITV can provide a truly dynamic classroom. It gets easier the more you do it!

own learning. In ITV, the teacher will need to use all the technology available, manage the local class-

## Setting Expectations

Most students are all too familiar with the passive role of television viewer. One way to overcome this preconception is to **explain the qualities of Interactive Television (ITV)**, stressing the ‘interactive’. If an expectation of involvement



Make sure you can see all students at remote sites.

and regular response is established early in the class, students will begin to understand what is expected of them in two-way video vs. broadcast TV, and will replace passive with active responses. **Encourage students to ‘COMMUNICATE WITH’, not ‘WATCH’, video.**

## Teaching Tips

- ◇ Include the students at all sites in the class within the first 4 minutes. Involve them early so they don’t turn away.
- ◇ Devote 30-65% of each class to student activity.
- ◇ For group work, select individuals at each site to participate on inter-site teams.
- ◇ To encourage interactivity, remember the rule: no more than 10-15 minutes of teacher talk without some learner-centered response. This will enable you to put the responsibility of learning back in the student’s

hands.

- ◇ Using a roster or participant map, call on students at all sites by name and encourage discussion among sites.
- ◇ Take as many questions from the remote sites as you take from the local site.
- ◇ Allow students to take responsibility for some equipment operations.
- ◇ Discourage interrupting
- ◇ Change the pace.
- ◇ Utilize guest speakers.
- ◇ Model different types of active learning behavior.
- ◇ Support instruction with a variety of media.
- ◇ Visit the remote sites and generate classes from all locations. This is a great motivating influence.

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