

# Best Practices for Video Conferencing

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# Assumptions

- Teachers improve learning outcomes for students due to their ability to explain difficult concepts, model disciplinary thinking, inject passion, curate content, give feedback, and design learning experiences.
- Positive student-teacher relationships and interactions lead to better social and academic outcomes.
- Instructors care about student learning and enjoy working with students.
- ***Presence*** reduces the psychological and transactional distance in a distributed learning environment.

# Things I Know to be True

- Videoconference technology does not immediately mediate the distance between students and teacher.
- Videoconferencing is often seen as a barrier to employing innovative and student-centered pedagogies which can make teachers lose their sense of agency and control over the learning environment.
- Preparing to teach by videoconference takes more time.
- Teaching by videoconference feels less flexible

# Things I Know to be True

- One size does not fit all – there are disciplinary differences in teaching methodology between the sciences, humanities, professional programs and experiential courses.
- Quality and reliability of the technology matters!
- Everything is exaggerated in a videoconference (good and bad).

# What is going well

- Remote students are generally happy to have access to regular live instruction with teachers that they respect. They say that, “it is better than the alternative”
- In most cases, the instructor’s personable tone, humor, kindness, and care is being communicated across the screen.
- Instructors are forging positive relationships with “far” students, calling on them by name, checking in, encouraging their contributions, and sometimes bantering back and forth.
- “Far” students contribute diverse perspectives from their respective communities and experiences.

# What is going well

- The support from the DL clerks is invaluable.
- Instructors expressed willingness to experiment with teaching methods, adapt pedagogy and leverage technology in order to provide the best learning environment for students.

# The four roles of a VC teacher

Technical

Pedagogical

Social

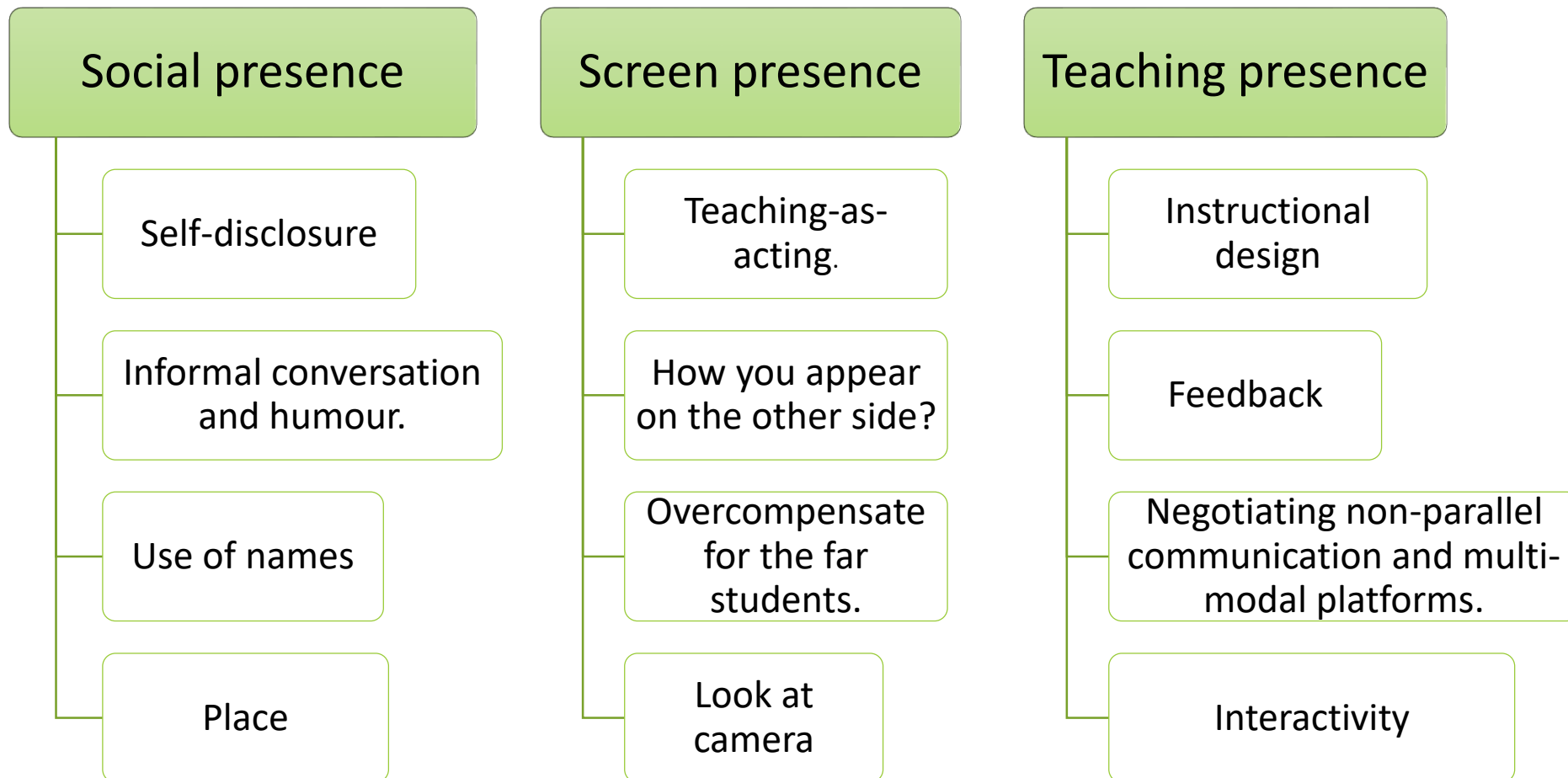
Managerial

# BEST PRACTICE 1: Develop presence

- A sense of awareness, receptivity, and connectedness to the mental, emotional and physical workings of the individual and the group in the context of their learning environments.
- The degree to which the person on the other side of the screen is real.
- The perception of “being there”.



# BEST PRACTICE 1: Develop presence



## BEST PRACTICE 2: Teach video etiquette

Your students are part of the conference as well.

## BEST PRACTICE 3: Leverage the possibilities

What can you do with a videoconference that you can't do without?



## BEST PRACTICE 4: Collaborate and share ideas