# User Guide

# Symposium

## Digital Language Lab System

### *With Software-Based Pairing*


2006-07-21

User Guide_Symposium SW_ENG_2006-07-21

# User Guide Revision History

| REVISION DATE | CHANGES |
|---|---|
| 2005-05-18 | Initial Release |
| 2005-07-06 | Updated to reflect changes in version 1.1.0.0<br>- Software-based pairing update<br>- Sessions<br>- VR response recording and follow-up<br>- VR button updates |
| 2005-11-03 | Updated to reflect changes in version 1.2.0.0<br>- Support for SmartClass Audio Matrix<br>Modified information for:<br>- Importing a list of users<br>- Using library documents (mandatory broadcast) |
| 2006-06-20 | Original file lost. This version has been re-generated with some minor edits to the 2005-11-03 text. |
| 2006-07-21 | Updated to reflect changes in version 1.4.1.0<br>- Guide split into two separate versions (software pairing and audio matrix<br>- Support for audio conferencing<br>- Support for up to 8 microphones in Presentation mode<br>- Enhanced flexibility with Groups |

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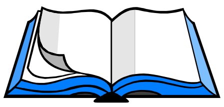
*Congratulations! Thank you for your interest in our SmartClass Symposium Digital Language Lab System. We are confident that you will be pleased with Symposium's capabilities and performance.*

## USER GUIDE STRUCTURE



This guide provides a complete description of how to use the Symposium Controller application. For information regarding Symposium installation, please refer to the Symposium Installation Guide.

- This introductory chapter, Getting Started, explains how to launch the Symposium control application at the teacher's workstation.

- The next four chapters provide an introduction to the Symposium software and hardware components that you will be using for your teaching activities. These chapters explain what all of the buttons do. It is suggested that you familiarize yourself with this material, but you should rarely have to refer back to these chapters.

  - Chapter 2 provides an overview of the Symposium control screen
  - Chapter 3 looks at the SmartClass Controller
  - Chapter 4 looks at SmartClass Sound Modules
  - Chapter 5 reviews Student Virtual Recorders

- Chapter 6, titled *Establishing a Session* is the first in a series of chapters that examine how teachers use Symposium to run different types of language lab activities.

- Chapter 7 is titled Making Presentations.

- Using Symposium to support students is the topic of Chapter 8.

- Chapter 9 explains how to run collaboration activities like pairing and conferencing.

- Media activities are the subject of Chapter 10.

- Program and file management is addressed in Chapter 11.

- Chapter 12 (which is more of an appendix) looks at configuration management from a teacher's perspective, with a specific review of user-specific screen set-up parameters, documents, programs, and short cuts.

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# Getting Started

## Introduction

With the Symposium system, the teacher's workstation has two screens, the *teacher* screen, and the *control* screen. Both screens may be connected to the same computer, or each to separate computers.


**Dual-Screen Teacher Workstation**

The control screen is often equipped with a touch screen, which enables you to select commands using your finger, but you can also use a more traditional computer mouse. Some activities on the screen will also require the use of a keyboard.

## The Symposium Controller Application

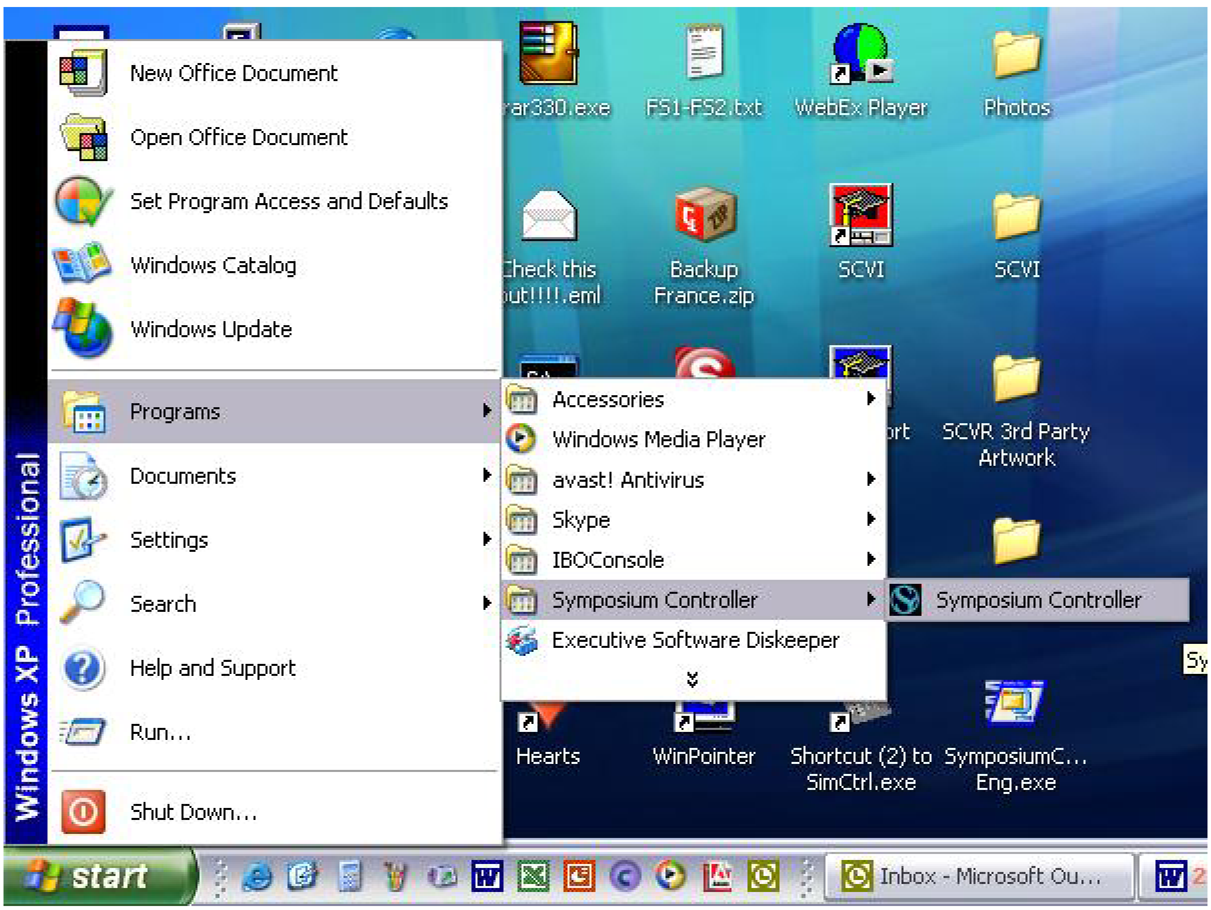
Symposium Controller is a software package that runs on the control screen at the teacher's workstation. This application manages a hybrid switching systems that links all computers and A/V equipment in the classroom. The software portion of the system uses the school's data network for communicating with all computers, while the hardware portion of the system uses the SmartClass Plug & Play screen-audio-keyboard-mouse switching system.

**The SmartClass system must be powered-on to enable all Symposium functions.**

# Opening Symposium


If the Symposium Controller application is not open, you must first open it. Ideally, you will have a dedicated Symposium icon on your desktop (see image at left). If so, just double click on this icon with your mouse or touch screen.

If there is no Symposium icon on your screen, you simply click on the Start button in the Windows task bar, point to the Programs entry, navigate to the Symposium Controller application, and click one on the Symposium Controller application with your mouse (or touch screen) to begin (see image below).



# The Symposium Splash Screen

When Symposium is first launched, the following splash screen will appear.


There is a text message overlaid on the upper part of this image. The test message will go through the following steps:

*Symposium starting*
*Symposium test……(1 through 10)*
*Symposium connecting*

The current software version number will appear at the bottom of this window, (e.g. V1.1.0.0).

**If a warning message appears at any time during this sequence, contact your system administrator.**

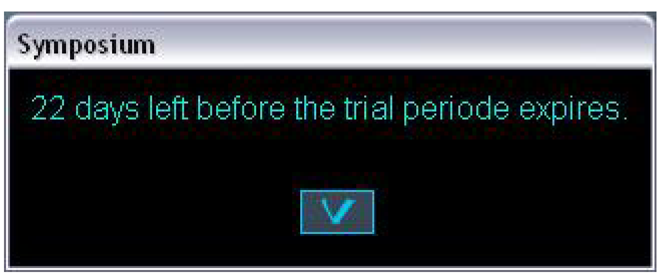
# Symposium License Information

If you are running a licensed version of Symposium, skip this section.

If your Symposium installation has only been completed within the last 30 days, your license key information may not yet have been configured and you may be running a trial version of Symposium. If so, you will see the license screen shown below.


Select *Trial version* if you wish to proceed without configuring a proper license at this time. (It is strongly suggested that the configuration of a license key be done by authorized installation personnel or by your system administrator.)

After selecting the Trial version, a small window will appear to advise you how many days are remaining in the trial period.



# User Sign-In

To prevent unauthorized access to the Symposium system, you must sign in to the Symposium Controller application. The sign-in screen is shown below.


Every authorized user has a name and password. Just choose your name from the drop down list by clicking the small arrow at the right of the *Sign-in* field. Only teacher and administrator names are listed in the sign-in field. Once your sign-in name is properly shown in this field, enter your password in the *Password* field and then click on the check mark below this field.

If you cannot find your sign-in name in the list of names, or if Symposium is not accepting your password, please contact your system administrator for assistance.

# SmartClass Connection

After the sign-in process, Symposium will display a small window (see below) that indicates that it has connected with the underlying SmartClass Plug & Play hardware layer.

# The Symposium Control Screen

The initial Symposium screen should appear similar to that shown below.

# Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **What is the name of the program that is used to control the Symposium system?**

2. **After Symposium is first installed, shat period of grace do you have for running the software before a valid license key must be configured?**

3. **When the sign-in screen appears, how do you select your sign-in name (user identification)?**

4. **If you cannot remember your sign-in name or password, whom do you contact?**

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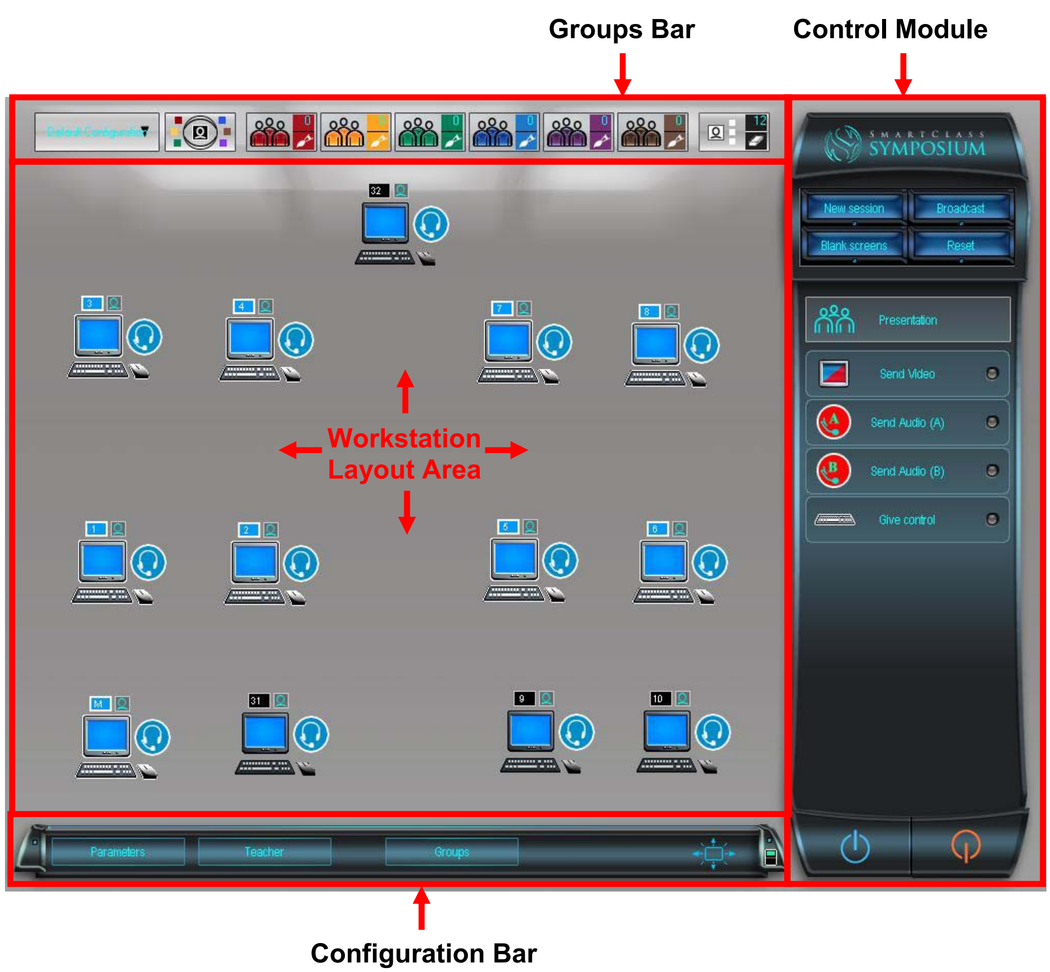
# Becoming Familiar with the Symposium Control Screen

## Introduction

If you are a first-time Symposium user, take a few minutes to read this and the next three chapters thoroughly, as the information provided herein is very useful for understanding the basics of how to use Symposium, and for configuring your screen to suit your teaching needs.

If you are an experienced Symposium user, you will likely want to skip ahead to one of the later chapters that explain how to perform specific types of classroom activities.

The Symposium screen should appear similar to the image shown below, although the number of workstations in your classroom, and some of the parameter setting decisions made at installation time, will likely mean that there are some slight differences. As shown in the diagram, the screen can be partitioned into 4 main areas: the *Workstation layout area*, the *Control module*, the *Groups bar*, and the *Configuration bar*.

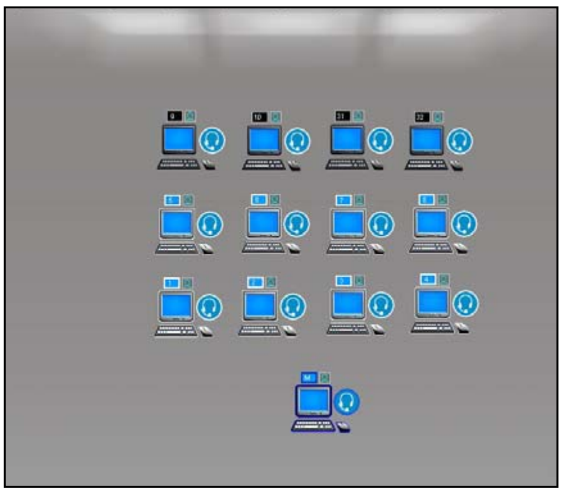


# Workstation Layout Area

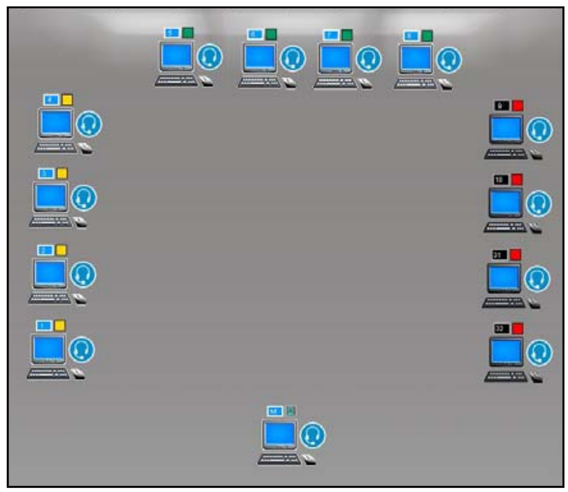
This portion of the control screen provides a separate icon for the teacher's station, for each student station, and for any auxiliary stations (like a document camera).

Each user has his own view of the workstation layout area, and can position station icons to meet his requirements. Normally, icons are positioned to model the actual layout of workstations in the classroom, so that icon characteristics on the control screen can be intuitively linked to real-world events at the corresponding workstation.

The left-hand image shown below depicts a classroom in which student workstations are organized into rows, while the right-hand image shows a classroom where workstations are deployed around the perimeter of the room.

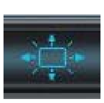


**Traditional row-based layout**

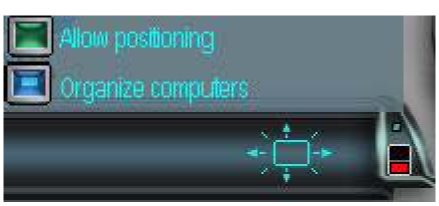


**Perimeter layout**

## Moving Station Icons



If you would like to modify the layout of your workstation icons, just position your cursor over the rightmost icon, (the *Layout* icon), on the Configuration bar at the bottom of the screen, and click once.




This will open a pop-up menu as shown at left. Select the '*Allow positioning*' option. You can now drag-and-drop the station icons anywhere in the workstation layout area using your mouse (or your finger on touch screen equipped control panels). When you have finished organizing the workstation icons, again select the Layout icon, and this time select the '*Disable positioning*' option to freeze the icons in place.

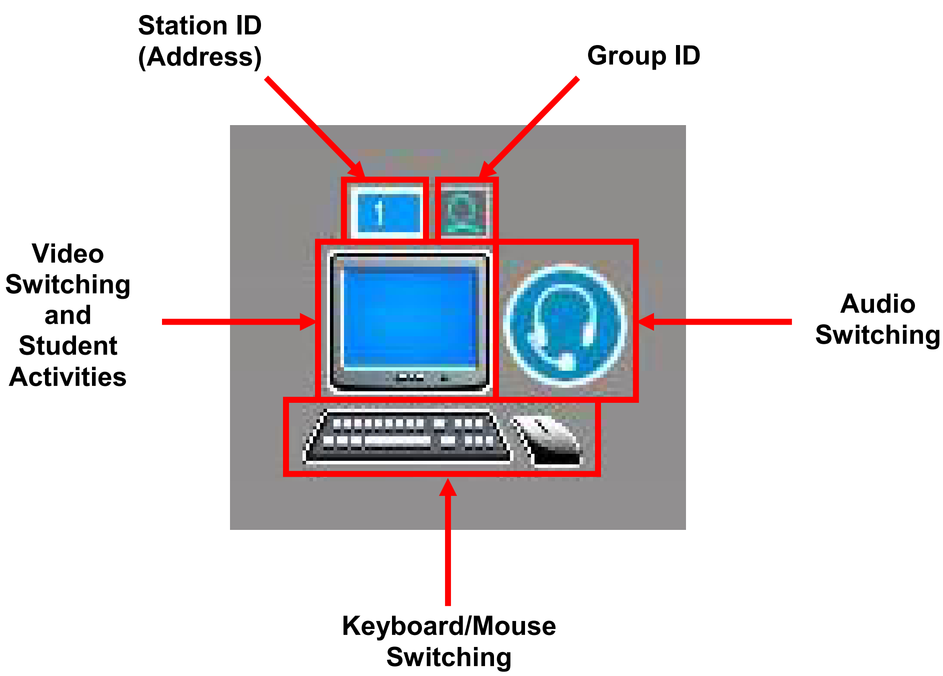
Remember that each user can create his own workstation layout view, so the layout you have just designed is entirely your own.

## Icon Properties

Station icons provide real time feedback regarding the status of students and their work. Icons provide information on the following topics:

- Student calls for assistance
- Student activities (virtual recorder, other applications)
- Student participation (listening, watching, talking, presenting)
- Group membership
- Station ID (address)
- Workstation connectivity
- Workstation remote control

A combination of colors and symbols is used to identify different workstation states. Each icon has 5 distinct areas, each of which is used to convey different status information. See the diagram below.



| Icon | Switching Status | Description |
|---|---|---|
|  | Default | When Symposium is first opened, workstation icons will normally appear in their default state. The group ID shows a self-study icon. |
|  | Station Connected | Teacher and all student stations should normally remain connected to the control station over the data network at all times. The white outline indicates a connection. |
|  | Station Disconnected | Stations without a network attached computer, (e.g. projector, document camera), will normally be shown as disconnected. The black outline and black background on the Station ID field indicates no connection. |
|  | Student Call | When a student presses his call button, the raised hand icon is superimposed on the station icon. |
|  | Viewing Student Screen | When the station is displaying the screen of another student, the color is blue and the icon is that of a student. |
|  | Viewing Teacher Screen | When the station is displaying the screen of the teacher, the color is blue and the icon is that of a teacher. |
|  | Sending Student Screen | When a student station's screen is being sent to one or more other stations, the screen background color is red and the icon is that of a student. The station ID background is also red. |
|  | Sending Teacher Screen | When the teacher station's screen is being sent to one or more other stations, the background color is red and the icon is that of a teacher. |

| | | |
|---|---|---|
|  | Virtual Recorder Open | When the VR is open, an icon with two curved lines is superimposed on the station icon. |
|  | Application Open | When the teacher has remotely opened an application on the student station, a window icon is superimposed on the station icon. |
|  | Audio Listening | When the user is listening to an external audio source, the audio icon is shown in a darker blue color. |
|  | Audio Sending (A) | When the user is sending his audio to one or more other stations, the audio icon is shown in red. The letter A indicates channel A. The station ID field background is set to red to indicate an audio transmitter. |
|  | Audio Sending (B) | When the user is sending his audio to one or more other stations, the audio icon is shown in red. The letter B indicates channel B. The station ID field background is set to red to indicate an audio transmitter. |
|  | Keyboard/Mouse Remotely controlled | When the local computer is being remotely controlled by an external keyboard/mouse, the keyboard/mouse icon is shown in blue. (Note that to be remotely controlled, the station must be sending its screen to the controlling station.) |
|  | Keyboard/Mouse Controlling | When the local keyboard/mouse is remotely controlling an external computer, the keyboard/mouse icon is shown in red. (Note that to remotely control another station, the station must be receiving the screen from the controlled station.) |
|  | Station Selected | When the teacher selects a station, the station's icon is outlined with a thick blue line. |
|  | Assigned to Group | When the teacher assigns a station to a group, the station's Group ID changes to reflect the color of the group. |

| | | |
|---|---|---|
|  | Audio Pair Selected | When a station pair is selected, a collaboration ID (white on a light blue background) is superimposed on the audio portion of the station icon. All stations having the same collaboration ID are members of the same pair. |
|  | Audio Pairing Enabled | When pairing is enabled, the collaboration ID turns from white to yellow. |
|  | Logged in for a session | When students login for a session, a login icon is superimposed on the workstation icon screen, and the student name is shown immediately below the workstation icon. |

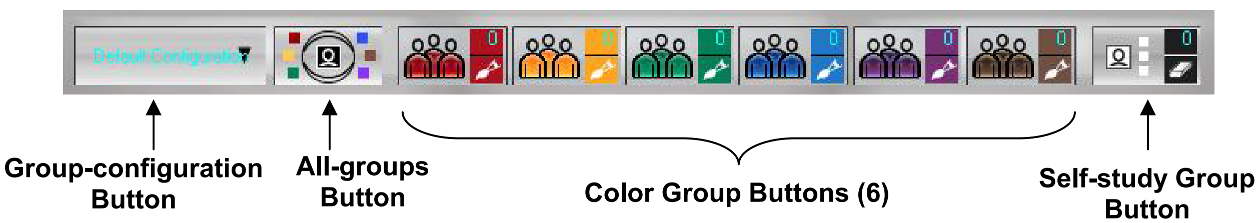
# Groups Bar

## Overview

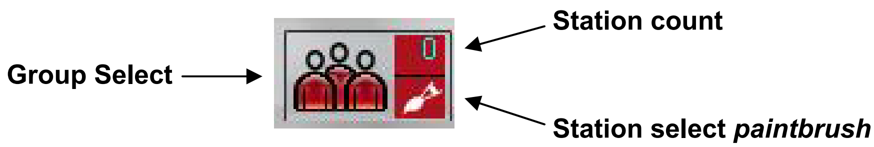
The Groups Bar provides teachers with a way of partitioning the class into multiple groups, so that different activities can be launched within each group. Up to six concurrent color groups, (Red, Orange, Green, Blue, Purple, and Brown), can be created, and those students not assigned to a color group can pursue self-study activities.

If a teacher is always going to work with the entire class, and does not require multiple group capability, he can delete the Group Bar from the control panel (via the set-up parameters). Each teacher can independently choose to work with Groups or not.

The Groups Bar is shown below:




Each *Group button* comprises three distinct areas as shown below:



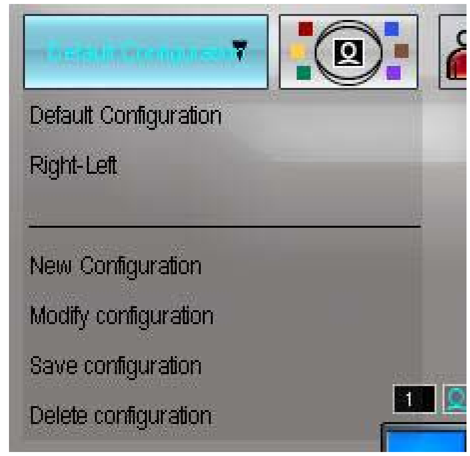

Note that there are 6 color group buttons in the middle of Group bar. To the right of the group buttons, there is a black *Self-study Group button* representing self-study stations not assigned to a color group. Instead of a paintbrush, this button includes an *eraser*, which allows you to remove stations from color groups and return them to self-study status.

To the immediate left of the 6 group buttons is an *All-group* button, which enables you to work with all groups at the same time. This is useful if some activities are intended for the entire class, while other activities are assigned to individual color groups.

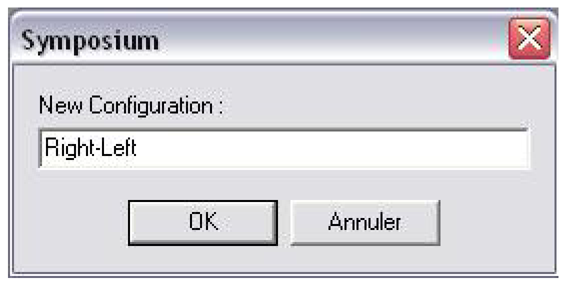
At the far left is a *Group-configuration* button. This button is used to create, save, modify, delete, and/or recall different group configurations. The name of the currently selected Group-configuration is superimposed over the editing button. When a new user first uses Symposium, there is a single default group configuration called *default configuration*.

## Assigning groups

To create a new group configuration, first click on the *Group-configuration* button. A drop down menu will appear as shown at right. Choose the *New configuration* option to begin creating a new group. A small window will open and you will be prompted to enter a Group-configuration name.




In the example below right, the configuration is called *Right-Left*, as this particular configuration will be used to partition the class into two groups, one on the right side and the other on the left side. This new group name is superimposed over the Group-configuration button.




You are now ready to assign workstations to the first group. Begin by clicking on the station select *paintbrush* for any group (e.g. Orange). Your curser is now displayed as a paintbrush in the group color.

Position your cursor over any station that you wish to assign to this group and click once. The small Group ID square over the workstation icon will change color to match the group assignment.

Repeat this same process for every station that you wish to assign to the group. The Station count will increment as new stations are added.

Now, click on the paintbrush for the next group you wish to assign, (e.g. Purple). Just as described above, clicking on station icons assigns those stations to the Purple group.

When all groups have been completed, again click on the Group-configuration button, and select the *Save configuration* option. Your Right-Left group configuration has now been saved, and can be recalled as needed at the click of a button.

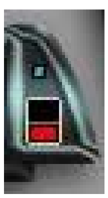
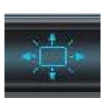
Group configurations are unique to every user. You have just created your first group configuration, which is shown overleaf.


The six stations on the right are now assigned to the Purple group. You can see this by the status of their Group ID icons. The five stations on the left are now assigned to the Orange group. You can see this by the status of their Group ID icons.

The sixth station on the left, whose Station ID is "M", is the teacher station. The teacher cannot be assigned directly to a group. The teacher will become a member of any group that he selects (as shown below). When the teacher selects a group, all stations external to that group are grayed-out as shown below.

# Configuration Bar

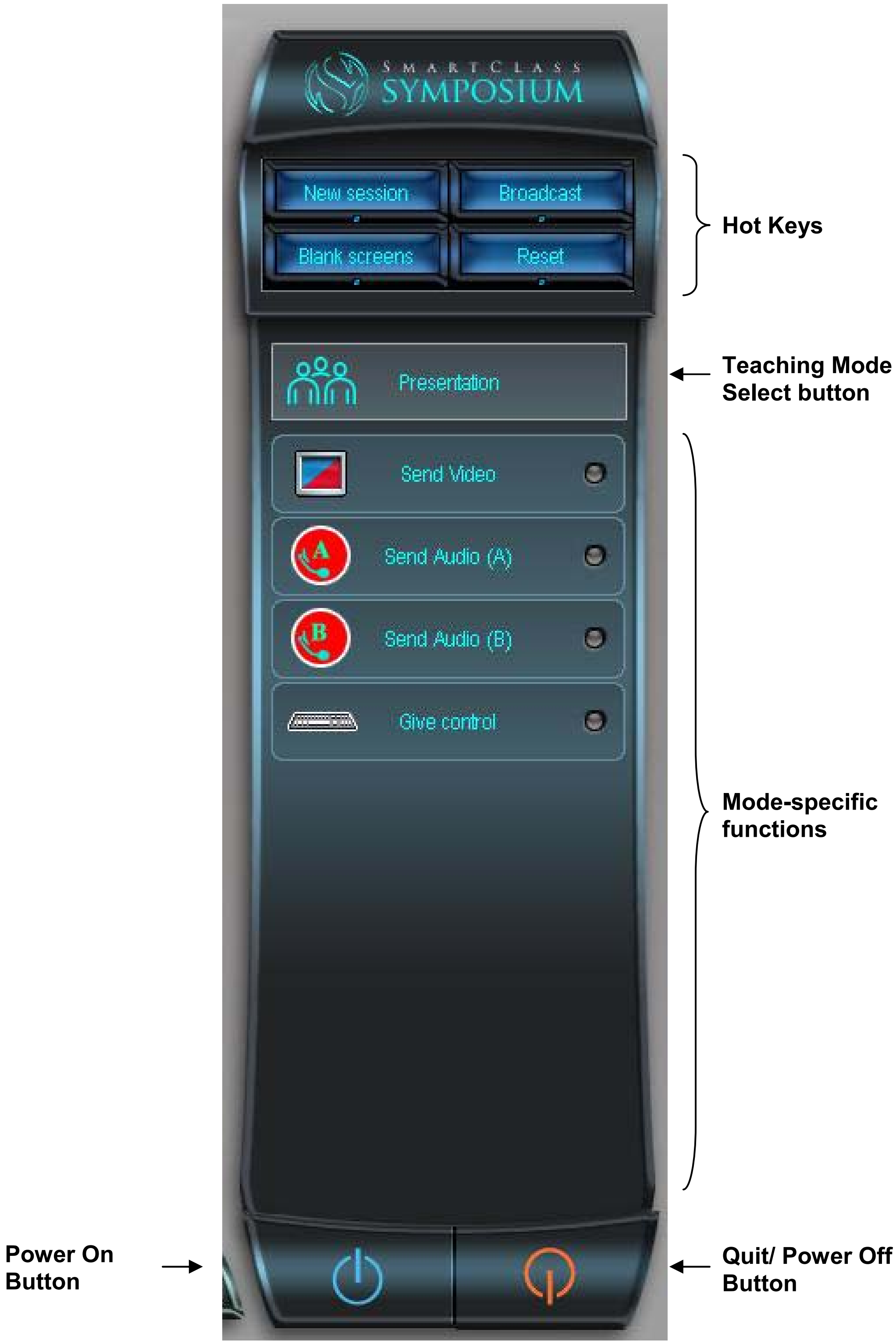
The *Configuration bar*, shown below, is located at the bottom of the main Symposium control screen.  This bar provides access to a number of set-up parameters and teaching resources.


| Icon | Name | Description |
|---|---|---|
|  | Controller Connection | There are two small indicators in this status display; a red indicator and a blue indicator.  When the blue indicator is continuously illuminated, the Symposium controller application has a solid connection with the SmartClass hardware layer.<br><br>If the red indicator is flashing periodically, there is a problem with the SmartClass connection.  You may need to reset the SmartClass hardware.  Alternately, you may need to re-synchronize the Symposium Controller application with the hardware:  To do this, just select either the Teacher of Parameters buttons, acknowledge the warning message, and return to the main Symposium page. |
|  | Layout Button | The layout button is used to modify the position of workstation icons in the workstation layout area.  See the section about the Workstation Layout Area in this chapter for more details. |
|   | Parameters Button | The Parameters button provides access to a number of different Symposium set-up options.  See the chapter on Configuration Management later in this document for more details. |
|   | Teacher Resources Button | The Teacher button provides access to a number of different teacher resources stored within the Symposium system.  See the chapter on Configuration Management later in this document for more details. |
|   | Shortcut Buttons | Depending on the particular teaching mode in which the teacher is working, shortcut buttons, (Groups, Programs, Documents), will appear on the Parameters bar.  See the Configuration Management chapter later in this document for more details. |

# Control Module

## Introduction

The Symposium control module resembles a typical TV remote control. The functions are organized as shown below in the diagram.



## Hot Keys

Hot keys are provided for functions that are used frequently by all teachers. The Hot key functions are shown at right and are described below:


| Icon | Function Name | Description |
|---|---|---|
|  | New Session | The New Session hot key is used to create a new “session” in which student VR-based responses (oral and text) to media activities will be captured into the Symposium database for evaluation purposes. Students are required to login, and student names are then displayed immediately below their respective station icons. A session is terminated when the teacher accesses either the Parameters button or the Teacher button (on the configuration bar). |
|  | Broadcast | The Broadcast button triggers an instant presentation from the teacher station to all other stations in the class (or currently selected group). The teacher’s screen is displayed on all student monitors, and the teacher’s audio signal (microphone plus local audio sources) is sent to all student headsets. |
|  | Blank Screens | The Blank screens function is used to turn all student screens black and lock all student keyboards and mice. This function is typically used when making a live presentation, to ensure that student attention is focused on the speaker and not on their local computer screens. |
|  | Reset | The Reset function is used to reset any active switching operation involving screens, audio, and/or keyboard/mouse control. For example, after using the Broadcast or Blank Screens functions to facilitate a presentation, the reset button is used to cancel all switching and return all workstations to a neutral state. |

## Power On/Off Buttons

At the bottom of the control module, there are buttons for *Power On* (blue) and *Quit/Power Off* (red). With suitably equipped computers in the classroom, these buttons can be used to remotely power-up and/or power-down all computers in the classroom. The Quit/Power Off button also provides a mechanism for closing the Symposium application.

| Icon | Name | Description |
|---|---|---|
|  | Power-On | This button is used to open all computers (student and teacher) if they are in a power-off state. |
|  | Quit/Power-Off | This button provides access to a pop-up menu having options for:<br>• Quitting the Symposium application<br>• Logging off the current Windows users at all student stations<br>• Powering off all student stations<br>• Powering off all stations (students and teacher) |

## Teaching Mode Select


The *Teaching mode select* button shows the currently selected teaching mode. By default, this is *Presentation* mode. When you click on this button, a pop-up menu shows you the list of available teaching modes (as shown at right).

Just click on the desired teaching mode from this list to show the available functions for this mode on the control module.

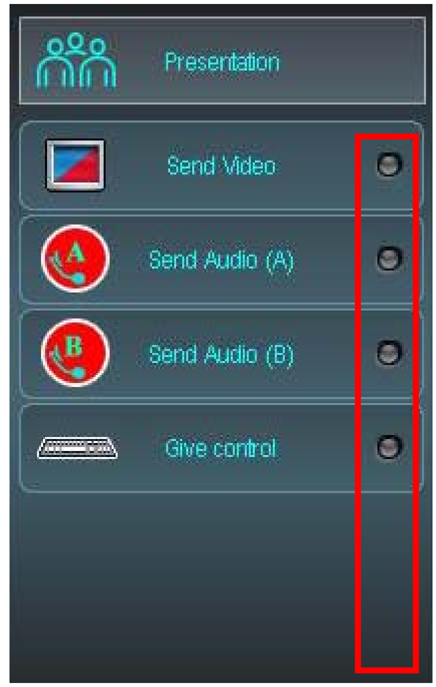
Note that in the set-up parameters, each teacher can customize the list of available teaching modes to remove options that he is not likely to use. This simplifies day-to-day operation for novice Symposium users. More details on selecting parameters are presented in the chapter titled Configuration Management.

It is recommended that Team mode and Flex mode be permanently disabled for all users, as these modes are not yet implemented.

## Mode Functions

When any teaching mode has been selected, the list of available functions for that mode is displayed immediately below the Teaching mode select button (as shown in the example at right).

The details of these functions for each teaching mode are explained over the next set of chapters in this document.




**Function Availability Indicator**

### Function Availability Indicator

In all teaching modes, there is a certain protocol for how the mode-specific buttons are used. Note that the small *Function availability indicator* at the right hand side of each button needs to be displaying a Green light before the function can be used.

In teaching modes (such as presentation mode) that implicate more than two users, many functions require preselection of a specific workstation in the workstation layout area, before the function becomes available.

## Presentation Mode

The Presentation mode menu is shown at right.

All functions are grouped into a single Mode-specific cluster.


### Mode-Specific Functions

Looking at the Presentation mode menu (right), all functions are initially unavailable. Once a station, (e.g. the teacher station), has been selected, (confirmed by a dark blue border), then the first three functions become available.

**Send Video** – Clicking on the Send Video button invokes a visual presentation (selected station's screen) from the selected station to all stations in the class (or in the currently selected group).

**Send Audio (A)** – Clicking on the Send Audio (A) button invokes an audio presentation (selected station's mixed audio; (microphone and computer sound)) from the selected station to all stations in the class (or in the currently selected group).

**Send Audio (B)** – Note that the Send Audio (B) button can be used in a similar fashion, however, the B button is normally reserved for enabling an oral presentation from a second source station.

In Presentation mode, the two audio channels are typically used to enable two audio presentation sources at the same time. Imagine for example, that the teacher is giving a presentation and a student presses his call button to ask a question. Without canceling his own audio presentation function (channel A), the teacher can configure a second audio presentation from the student asking the question. The entire class (or selected group) listens to both the teacher and student at the same time.

**Give control** – In order to make the Give control function available, some form of visual presentation, (visual or audio-visual), must first be established, and then another station selected. Clicking on the Give control button then gives keyboard/mouse control over the presentation station to the selected station.

## Support Mode

The Support mode functions menu is shown at right.


In this mode, the functions are grouped into three distinct sets: Mode-specific, Monitoring, and Scan.

### Mode-Specific Functions

**Toggle video** – When the teacher is already observing a student station, the Toggle video function reverses the video receiver and transmitter so that the teacher's screen is being sent to the student's monitor. Clicking on this button a second time toggles the video switching, so that the teacher is again observing the student.

### Monitoring Functions

The monitoring functions comprise Listen, Talk, Observe, and Take Control. Each of these functions can be activated by clicking on the associated click-on/click-off button.

Whenever any single station in the workstation layout area is selected, the main functions will collectively be applied to the selected station, with the teacher station acting as the observer.

For example, if Observe and Listen are activated, once the teacher chooses student station 4, he will be viewing the screen of station 4 on his own monitor (Observe) and listening to the audio signal of station 4 in his headset (Listen).

**Listen** – The teacher listens to the mixed audio signal from the selected station (using channel (A)).

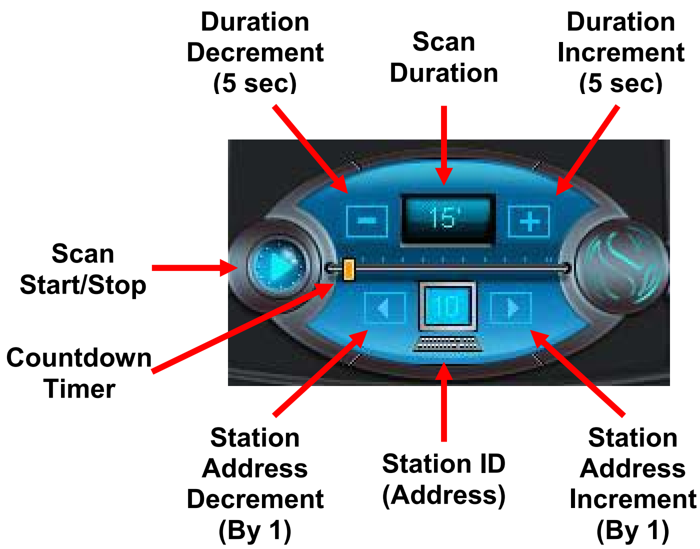
**Talk** – The teacher talks to the selected station (using channel (B)).

**Observe** – The teacher views the screen of the selected station on his own monitor.

**Take Control** – The teacher takes keyboard/mouse control of the selected station from his own keyboard and mouse. (Observation is a prerequisite for taking control.)

### Scan Functions

The Scan function buttons are shown in detail below.



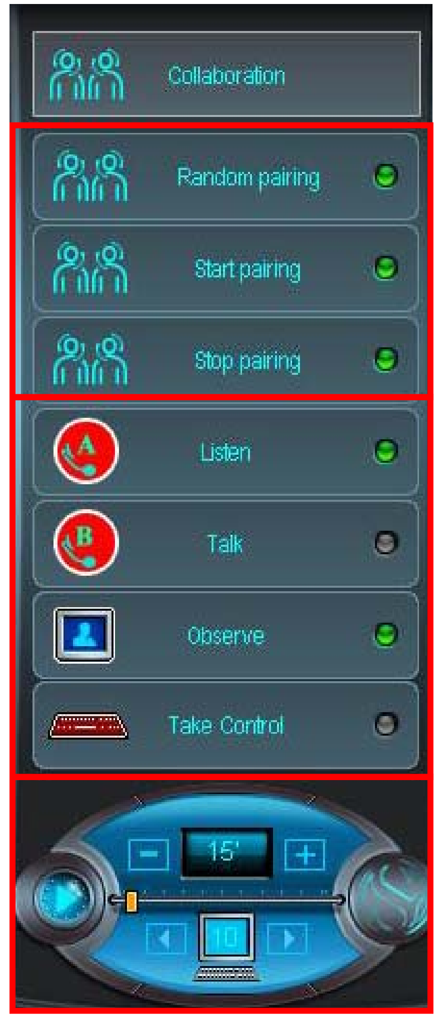

An initial student station must first be selected before the scan function becomes available. Once an initial station has been selected, (Station ID loaded into the Station ID field), clicking on the Scan start button ( ▸ ), will begin a timer (value based on the Scan Duration field).

The Countdown indicator will move from left to right to visually identify how much time remains for scanning the current station. The indicator resets to the left as the scan of the next station in sequence begins.

When the Scan Duration counts down to zero, the next station in sequence (based on address) will be selected, and the preset main functions will be applied to the new station. This process continues indefinitely with all stations in the class (or currently selected group) being sequentially scanned.

You terminate the scan function by clicking on the Scan stop button ( ■ ).

## Collaboration Mode




The Collaboration mode functions menu is shown at right.

In this mode, the functions are grouped into three distinct sets: Mode-Specific, Monitoring, and Scan.

For a description of Monitoring and Scan functions refer to the previous section under Support mode.

### Mode-Specific Functions

**Pairing** – when Collaboration mode is first opened, there is a single mode-specific button called Pairing. When you click on this button, a pop-up menu showing the available options is displayed (as seen below).


***Random pairing*** – When random pairing is selected, Symposium will automatically determine which stations are members of the same pairs. The assigned collaboration number will be superimposed on the audio portion of the station icon, (white on light blue background). The button menu will also change and you will see buttons named Random pairing, Start pairing, and Stop pairing. Pairing will only be enabled when you click on Start pairing.

When pairing is enabled, a ring tone will sound at student stations, and a graphic showing the configuration ID will be displayed on all student screens. On the control panel, the configuration number will turn from white to yellow.

Pairing can be terminated by clicking on the Stop pairing button, (the system still displays the pair selection), or on the Reset hot-key, (pairs are disabled and pair selection is reset). You can click on the Random pairing button to re-access the pairing option menu.

**Ad Hoc Pairing** – When Ad Hoc pairing is selected, the teacher must manually select which students are members of each pair. Upon selection of the Ad Hoc option, you will see three new buttons named Ad Hoc Pairing, Add Pairing, and Start Pairing.

To select student pairs, the teacher selects the first station, holds down the Ctrl key on the keyboard, and then selects the second station. He then clicks on the ***Add Pairing*** button. The first pair is assigned a collaboration ID of "1". This selection process is repeated for each pair. Note that the Add Pairing button becomes the Delete Pairing button if the selected station is part of an assigned pair. The assigned collaboration number will be superimposed on the audio portion of the station icon, (white on light blue background).

When all pairs have been selected, the teacher clicks on the ***Start pairing*** button. When pairing is enabled, a ring tone will sound at student stations, and a graphic showing the configuration ID will be displayed on all student screens. On the control panel, the configuration number will turn from white to yellow.

Note that the Start pairing button becomes the Stop pairing button once pairing has been started. Pairing can be terminated by clicking on the Stop pairing button, (the system still displays the pair selection), or on the Reset hot-key, (pairs are disabled and pair selection is reset). You can click on the Ad Hoc pairing button to re-access the pairing option menu.

***Programmed Pairing –*** Programmed pairing is a form of student audio pairing that enables pre-programmed pairs of students to communicate with each other. Using the set-up parameters (described in the chapter on Configuration Management), it is possible to configure several different templates that pair students in different ways. The templates are entirely unrestricted in nature, meaning that any student can be paired with any other student.

Note that Programmed pairing is a system-wide function, and cannot be implemented within a single group. Only stations included in the programmed pairing template are implicated in the programmed pairing function.

When a programmed pairing template (e.g. Horizontal) is selected, Symposium will assign the predetermined pairs. The assigned collaboration number will be superimposed on the audio portion of the station icon, (white on light blue background). The button menu will also change and you will see buttons named Programmed pairing, Start pairing, and Stop pairing. Pairing will only be enabled when you click on Start pairing.

When pairing is enabled, a ring tone will sound at student stations, and a graphic showing the configuration ID will be displayed on all student screens. On the control panel, the configuration number will turn from white to yellow.

Pairing can be terminated by clicking on the Stop pairing button, (the system still displays the pair selection), or on the Reset hot-key, (pairs are disabled and pair selection is reset). You can click on the Programmed pairing button to re-access the pairing option menu

### Pairing Control Screen

The screen image below reflects that a pairing operation is in effect. Note that the icons reflect the collaboration ID of each pair, (e.g. stations that are members of the first collaboration set are both shown with a ¨1¨. In this example, there is only one student pair, (stations 8 and 9).


Effective with Symposium version 1.4, note that the Groups bar is now available in Pairing mode.

## Media Activities Mode

The Media Activities mode functions menu is shown at right.

In this mode, the functions are grouped into three distinct sets: Mode-Specific, Monitoring, and Scan.

For a description of Monitoring and Scan functions refer to the previous section under Support mode.


### Mode-Specific Functions

#### *Media Source*

**Overview**

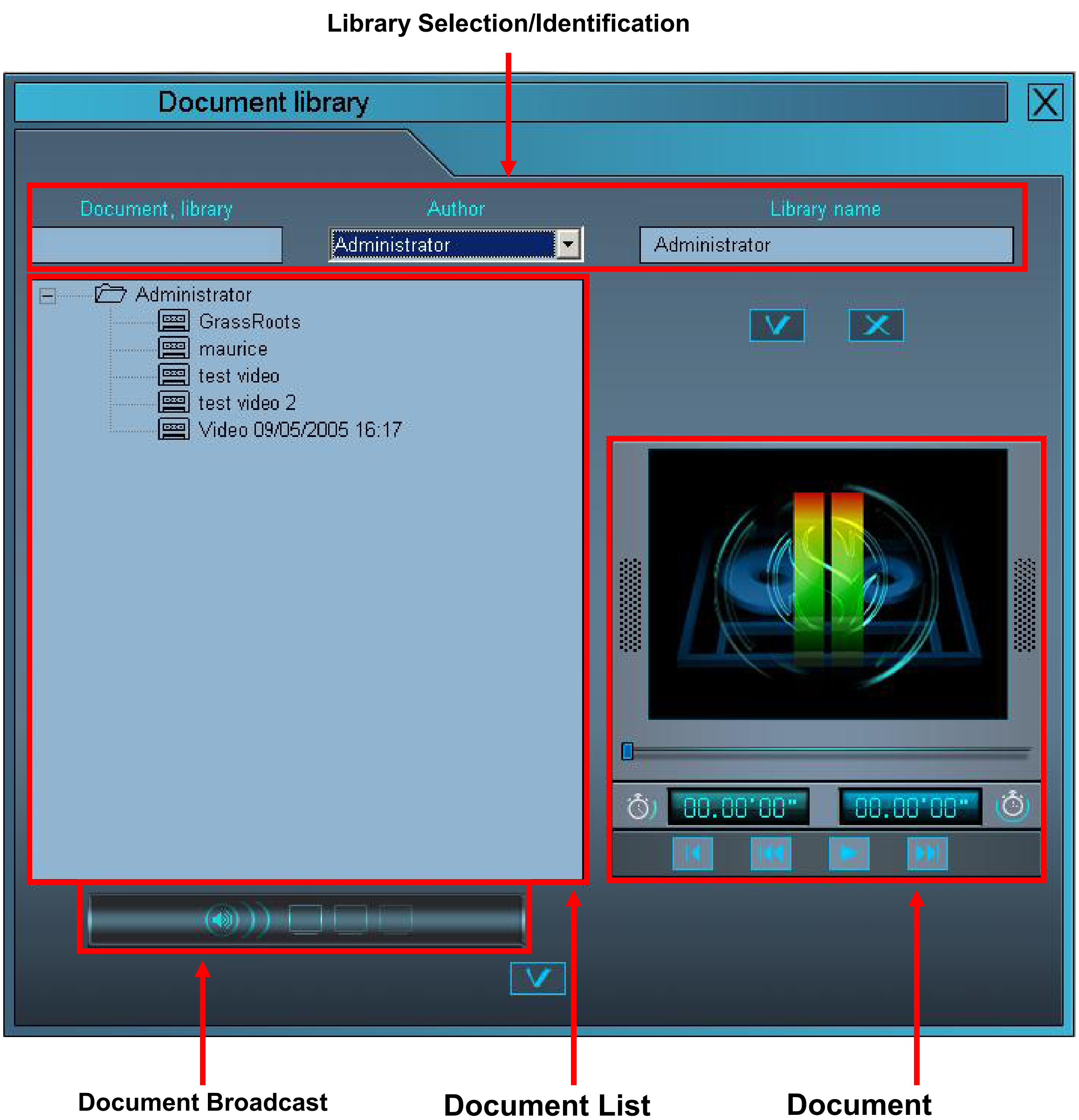
When any media activity is to be run, the first step is to select the media source. This process is initiated by clicking on the Media source button. A small pop-up *Media sources* menu will appear next to this button (as shown below).


There are three different types of media source documents represented here:

- Digital documents that are currently available in an existing media library (Library)
- An A/V Capture function that digitizes an existing analog medium to create a new digital document
- Digital documents that have been recently played (1 through 5 are specific document names)

## Library

Every user has a unique library (or set of libraries). By default, when you choose the library option, you will be shown the document content in your library. However, every user is also able to view shared content in other libraries by selecting other author names. The Library window is shown below:




**Library Selection/Identification** – The three fields at the top of the screen are used for library selection and identification.

**Document List –** The large area to the left contains the list of digital documents available in the currently selected library. To choose a particular document, just highlight it by clicking on the document name with your mouse (or touch screen).

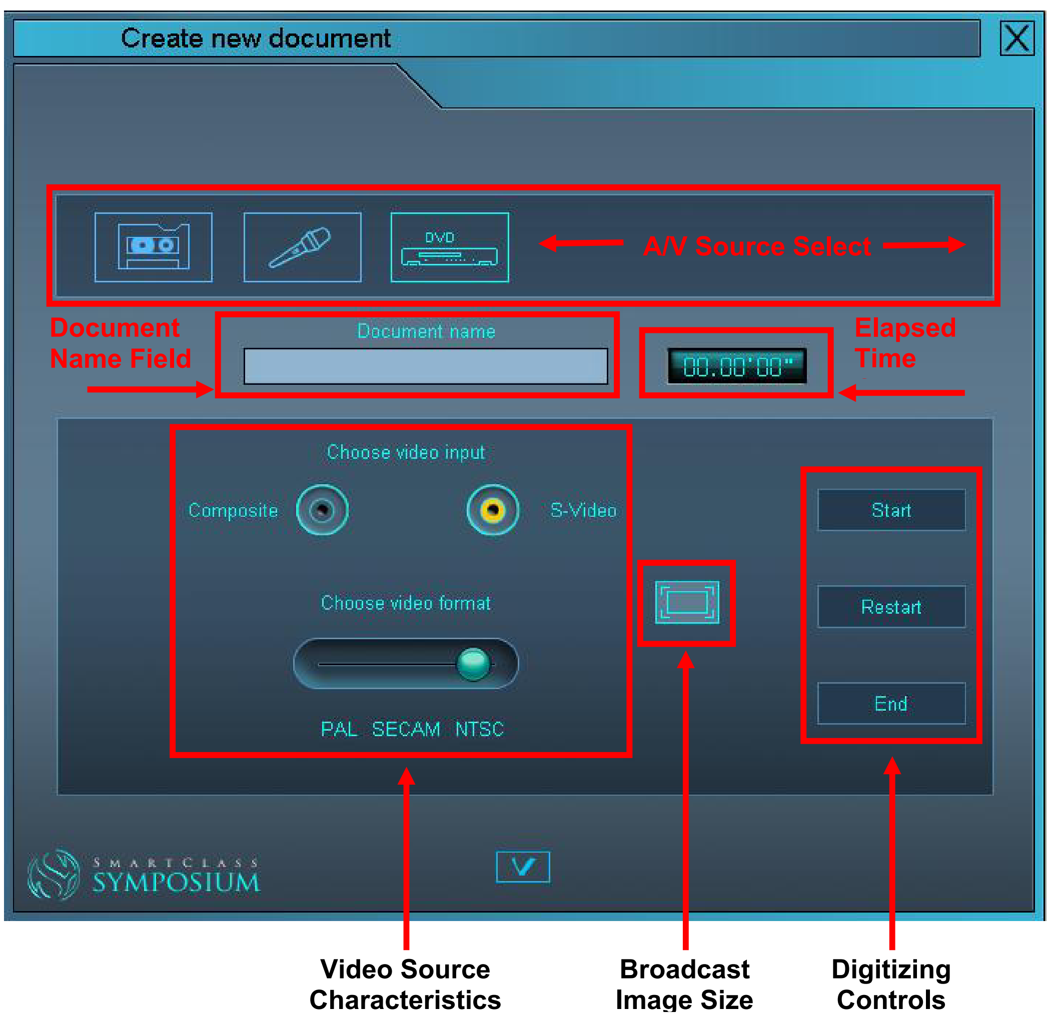
**Document Preview** – After you have selected a document, you can preview it in the Document Preview panel. If playing audio/visual content, the video is shown in the small rectangular area at the top of this panel. Sound is played from the local sound card, which may be connected to the teacher's headset via the SmartClass system or may drive a set of local PC speakers.

**Document Broadcast** – If you are ready to begin a media activity, the selected media document can broadcast to the class (or selected group) by clicking on the Document Broadcast button. (In fact this action opens another window, but this is discussed in greater detail in the Launching Media Activities chapter.)

Click on the checkmark at the bottom of this screen to exit from the library and return to the Symposium main screen.

**A/V Capture**

Selecting the A/V Capture option opens the *Create new document* window (shown below). Note that there are six distinct areas in this window.



**A/V Source Select –** This field at the top of the window contains icons for each A/V source that has been configured through the set-up parameters for Symposium. Choose the device that will be used to play your A/V media: (e.g. DVD Player for a DVD, or VCR for a videotape, or audiocassette player for an audiocassette tape). (See the Configuration Management chapter for more details.)

**Video Source Characteristics –** If the source that you have selected includes a video component, the preset video capture characteristics are shown in this window. If the set-up has been done properly, you should not have to modify these settings. The video source will be displayed in a separate window on the teacher's screen, and the Symposium system will automatically be configured to broadcast the teacher's screen and audio to the entire class (or the selected group).

**Broadcast Image Size –** Even if there is no video signal to broadcast, a graphic image will be used in conjunction with an audio only source. The Broadcast image size button enables you select ¨full screen¨ or ¨window¨ options for the broadcast image. The window option includes an on-screen volume control for adjusting the sound level.

**Digitizing Controls –** These controls are used to manage the A/V capture operation. If working with a pre-recorded A/V source (like an audiocassette), you must concurrently manage both the device controls, (play, pause, etc.), and the A/V capture controls.

Cue up your media player and begin playback of your source, and then immediately click on the *Start* button to begin digitizing. The source will be digitized as an WMA or WMV document in the current user's library. If you make a mistake while digitizing and wish to start over, just click on the *Restart* button. This will stop the digitizing process and will then enable your second digitizing effort to erase the bad content.

When you have finished digitizing the source material, click on the *End* button. A pop-up window will remind you to stop or pause your media player.

**Elapsed Time Counter –** As you are digitizing, the elapsed time counter will read out the current length of the document in HH:MM:SS format.

**Document Name Field –** A generic name and time stamp will automatically be created in the Document Name field. You can override this name by typing in a new name from your keyboard. (Intelligent naming of documents is critical for maintaining a library in which documents can be easily identified without the need for previewing.)

To save your new document, click on the check mark at the bottom of this screen. Your analog source material is then saved as a digital document in your library, and you are returned to the main Symposium screen.

### *Start Activity*

Currently, there are five different student activities that can be launched:

- Listening
- Writing
- Recording – Simultaneous
- Recording – Audio Active Comparative (AAC)
- Recording – Open

Each of these activities opens a different version of the Symposium Virtual Recorder on selected student stations. For additional details, consult the chapter titled Student Virtual Recorders later in this guide.

### *End Activity*

When an activity has been completed, click on the End Activity button to close student virtual recorders.

Note that if no session had been initiated prior to running an activity, then student oral and text responses would be discarded. If a session had previously been initiated, then upon ending the activity, a pop-up window would ask the teacher if student responses should be saved in the Symposium database.

## Network Tools Mode

The Media Activities mode functions menu is shown at right.


In this mode, the functions are grouped into three distinct sets: Mode-Specific, Monitoring, and Scan.

For a description of Monitoring and Scan functions refer to the previous section under Support mode.

### Mode-Specific Functions

#### *Run Program*

The Run program function is used to open a software program (e.g. Microsoft Word) on student computer stations.

Before this function can be used, you must first select one or more student stations from the workstation layout area. (Your selection is confirmed by the presence of a blue border around selected stations.)

When you click on the Run program button, a pop-up list of available programs will appear. Just click on the program that you want from this list.

Note that a Programs shortcut button will also appear in the Parameters bar at the bottom of the screen. This button behaves identically to the Run program button.

When the application is launched on the selected student stations, a special *window icon* will be superimposed on the the icons of all stations running the program.

#### *Quit Program*

The Quit program function is used to close the program (e.g. Microsoft Word) that you have most recently opened on student computer stations.

Before this function can be used, you must first select one or more student stations from the workstation layout area. (Your selection is confirmed by the presence of a blue bordeer around the selected stations.)

## Flex Mode

The Flex mode functions menu is shown at right.


In this mode, there is a single set of Mode-specific functions.

### Mode-Specific Functions

Flex is used to enable the ad hoc selection of two or more stations, where the first station selected is the source, and any additional stations selected are the destination.

When selecting stations from the workstation layout area, the first station selected will be shown with a Red border, while any subsequent stations will be shown with a Blue border.

Once you have completed the station selection, click on the desired function button.

**Send Video** – This button sends the screen from the source station to the monitors of all the destination stations.

**Send Audio (A)** – This button sends the mixed audio signal (microphone + sound card) from the source station to the destination stations.

**Send Audio (B)** – This button is typically used to enable a second audio source. Note that you must reset your previous station selection (by clicking anywhere on the gray background of the workstation layout area) and then select a new source station and destination stations before selecting the Send audio (B) function.

**Give Control** – This button is used to give keyboard/mouse control of the video source station to another station. You must reset your previous station selection (by clicking anywhere on the gray background of the workstation layout area) and then select a new source before selecting the Give control button.

## Team Mode

The menu for team mode is shown at right. Note that this mode is not currently operating.


Team functions will likely be integrated into the Collaboration mode in a future Symposium release.

## Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **What is the procedure for moving workstation icons in the Workstation Layout area?**

2. **If a station icon appears as shown in the examples below, what is the station's status? (Remember that status includes video switching, audio switching, keyboard/mouse switching, station ID, Group ID, and any special applications.)**

| a) | b) | c) |
|---|---|---|
|   |   |   |

3. **Including the self-study group, how many groups can be configured? (Hint, if said 6, you are incorrect.)**

4. **What set of functions is shown at right?**


5. **In which mode(s), can the Blank Screens function be found? Explain your answer.**

6. **After selecting a media file from the Library, is it necessary to broadcast this file to your students before launching a media activity?**

#######

# SmartClass Controller

## Overview

The Symposium system includes a hardware-switching layer called SmartClass Plug & Play. The ¨brains¨ of the SmartClass system is the controller module, (SC2500 CR), which is normally located at the teacher workstation, just underneath the desktop.

The controller has no user controls other than a simple power on-off switch. The controller is shown below.

**Power Switch**

Normally the power switch on the controller should always remain in the ON position. If for any reason it is necessary to reset the hardware, this can be done by momentarily turning the controller's power switch to the OFF position (for a few seconds), and then returning the switch to the ON position.

After a hardware reset, the controller will go through a boot-up procedure that takes about 30 seconds. The green indicator on the power switch will flash during this procedure. Wait for the indicator to stabilize before using the system.

To resynchronize the Symposium software with the Symposium hardware, click on either the Teacher or the Parameter button, and then click on the check mark at the bottom of this window. As the Symposium main screen is resumed, the software resynchronizes with the hardware.

Note that at the bottom of the Symposium control screen, the *Controller Connection* icon will show a steady blue indicator when communication with the SmartClass hardware layer has been established. This indicator will periodically flash red if there is a problem with the communication link.


**Controller Connection Icon**

# Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **Where can you find the Controller Connection icon?**

2. **If this icon is flashing red, what must you do?**

3. **Where are you most likely to find the SmartClass controller?**

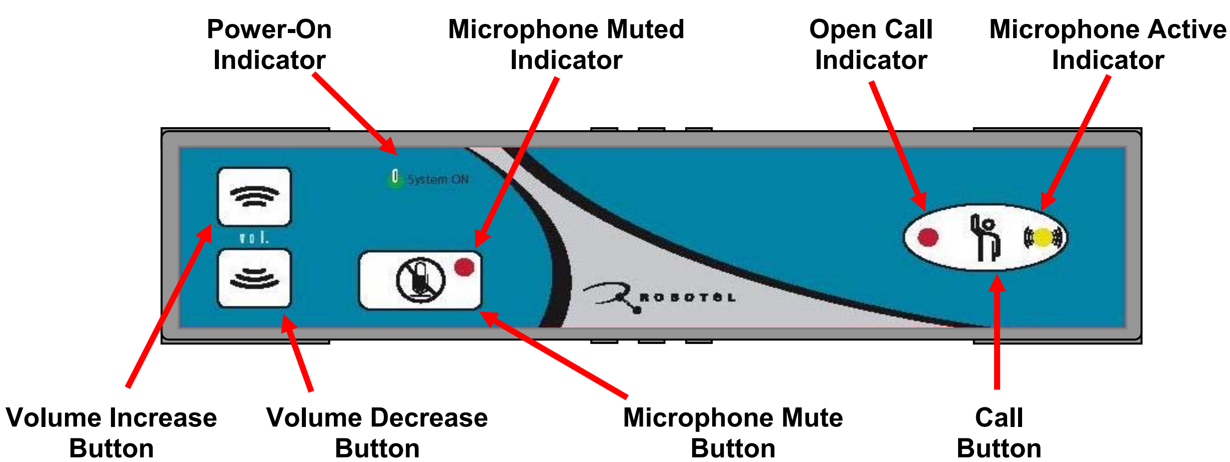
4. **If you have just powered up the SmartClass controller, should communications with Symposium be instantly restored?**

#######

# SmartClass Sound Modules

## Introduction

The Symposium system includes hardware-switching capability for audio signals. At every workstation, users are equipped with a sound module. This module, (shown below), provides audio mixing for a local headset, for the local computer, and for the SmartClass intercom system. Normally, the sound module will be fixed just under the front edge of the desk, but it can also be located on the desktop.




## Status Indicators

**Power On Indicator** – The Power-On indicator (green) is illuminated when power is supplied. If this indicator is not on, check the Power-On switch on the SmartClass controller.

**Microphone Muted Indicator** – The Microphone Muted indicator (red) is illuminated if the local microphone has been muted.

**Microphone Active Indicator** – The Microphone Active indicator (yellow) is illuminated if the local microphone is "active", meaning that it is connected to the intercom system. (There is provision to disable this indicator in situations where stealth monitoring of students is desired.)

**Open Call Indicator** – The Open Call indicator is illuminated (flashing red), if the user has pressed his call button and has an open call, (corresponds to a raised hand icon at the teacher's control screen.

# Buttons

**Volume Increase Button –** This button (part of the local digital volume control) is used to increase the level of the audio signal being presented to the local headset. Pressing this button a single time increments the volume by one level. You need to press the button several times to make a major change in volume level.

**Volume Decrease Button –** This button (part of the local digital volume control) is used to decrease the level of the audio signal being presented to the local headset. Pressing this button a single time decrements the volume by one level. You need to press the button several times to make a major change in volume level.

**Microphone Mute Button –** Press this button once to mute the local microphone, (the red Microphone Muted Indicator will illuminate when muted), and press a second time to un-mute the local microphone. (Muting is sometimes used when broadcasting an audio-visual file from the teacher's workstation.)

**Call Button –** Students will normally use the call button to alert the teacher that they have a question or a problem. When this button is pressed, a raised hand icon is superimposed on the student station icon on the teacher's control panel. You can press the call button a second time to cancel the call: Alternately, the call will be automatically cancelled when the teacher monitors the student's station, (e.g. takes the question).

Note that the teacher's sound module also includes a call button, but this is normally not used.

## Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **Which users are equipped with a sound module?**

2. **How can you know if your microphone has been muted?**

3. **If a student has pressed his call button, what are the two different ways in which his call can be cleared?**

4. **If you hold your Volume Increase button down, will the sound level continually increase until it reaches a maximum value?**

#######

# Student Virtual Recorders

## Introduction

In a language lab environment, many exercises are based on having students watch and/or listen to multimedia content and then record a response (oral or written) to this material. Some examples of different exercises are:

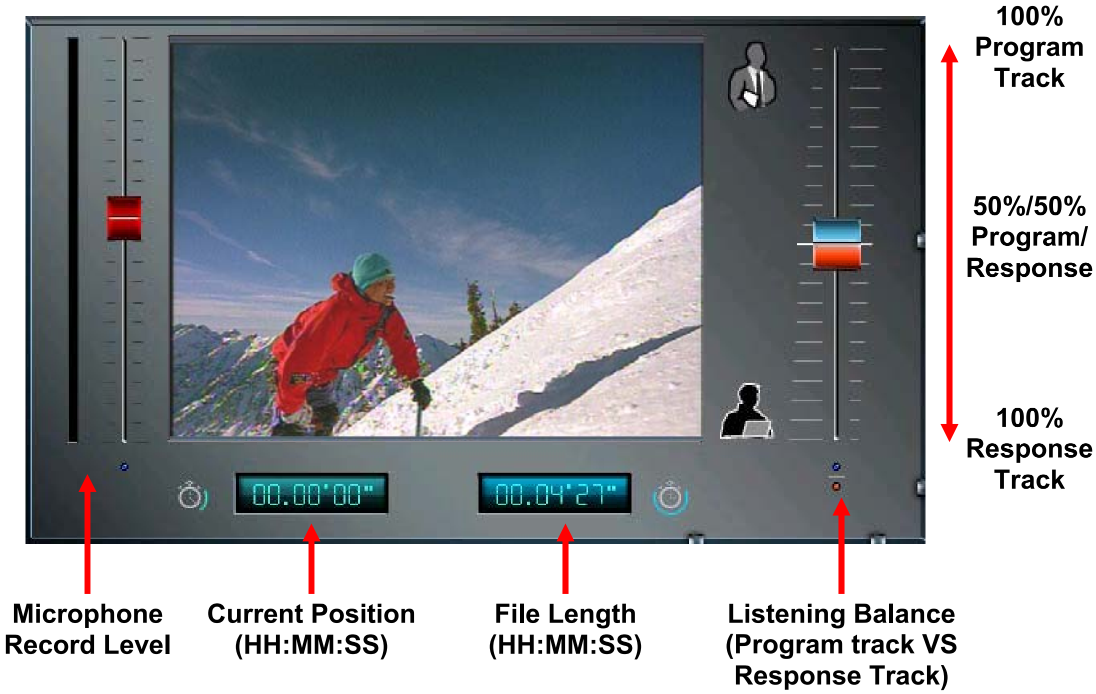
| | |
|---|---|
| Grammar drills | Listening Comprehension |
| Vocabulary drills | Translation |
| Pronunciation practice | Transcription |

## The Virtual Recorder

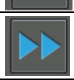
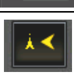
To facilitate such exercises, all workstations are equipped with the Symposium Virtual Recorder application. This is a software-based multimedia program that replaces the audiocassette recorders often found in older language labs.

Like the old audio recorders, the Symposium Virtual Recorder is a two-track system, comprising the program track (media files and the student track (oral response). Users can play one audio track or the other track, or both tracks at the same time. Additionally, there is a separate student text response capability. Users also have the ability to bookmark the program content.

## Content Viewing & Listening




## Media File Navigation Controls

| Icon | Name | Description |
|---|---|---|
|  | Home | Positions the cursor to the beginning of the file |
|  | Rewind | Moves the cursor quickly toward the beginning of the file |
|  | Fast Forward | Moves the cursor quickly toward the end of the file |
|  | Recap | Cursor jumps back 2 seconds (to review the last word) |
|  | Previous Bookmark | Cursor jumps back to previous bookmark |
|  | Next Bookmark | Cursor jumps forward to next bookmark |
|  | Add Bookmark | Creates a new bookmark at the present cursor position |
|  | Delete Bookmark | Deletes the bookmark at or before the current cursor position |
|  | Loop | Loops playback between previous and next bookmark |

## Activities

Symposium provides teachers with the capability of running several different types of virtual recorder based activities. These include:

- Listening
- Writing
- Recording (Simultaneous)
- Recording (Active Comparative)
- Recording (Open)

The Symposium Virtual Recorder, (Symposium VR-LL), will assume one of several slightly different looks depending on the type of activity that the teacher is launching.

### The Listening Activity

For this type of activity, students are able to play the selected media file and listen to and/or watch the content.


**Play/Pause**

### The Writing Activity

For this type of activity, students are able to play the selected media file and listen to and/or watch the content. Additionally, students are able to write a text response.


**Play/Pause**

### The Simultaneous Recording Activity

For this type of activity, students are able to play the selected media file and listen to and/or watch the content. Additionally, students are able to simultaneously record their own oral response track while listening and/or watching the content.


**Play/Stop** **Record/Pause**

### The Active/Comparative Recording Activity

For this type of activity, students are able to play the selected media file and listen to and/or watch the content. Additionally, students are able to record their own oral response track while listening and/or watching the content.

Active/Comparative recording differs from Simultaneous recording, in that listening and recording are sequential rather than simultaneous. Students will alternate between listening and recording on a word-by-word or phrase-by-phrase basis, rather than listening to the entire program track from beginning to end without interruption.

With Symposium's Walk-In & Teach philosophy, it is not necessary for the teacher to edit media files and create "break-points" at which the playback and recording activities toggle. Rather, the student is able to dynamically choose his own break-points depending on the complexity of the content and his language abilities. Also, if a student is not comfortable with his most recently recorded segment, he has an erase button to delete his faulty response and re-record his response to that segment.


**Play/Pause** **Record/Next** **Erase**

When a student is working with active/comparative recording:

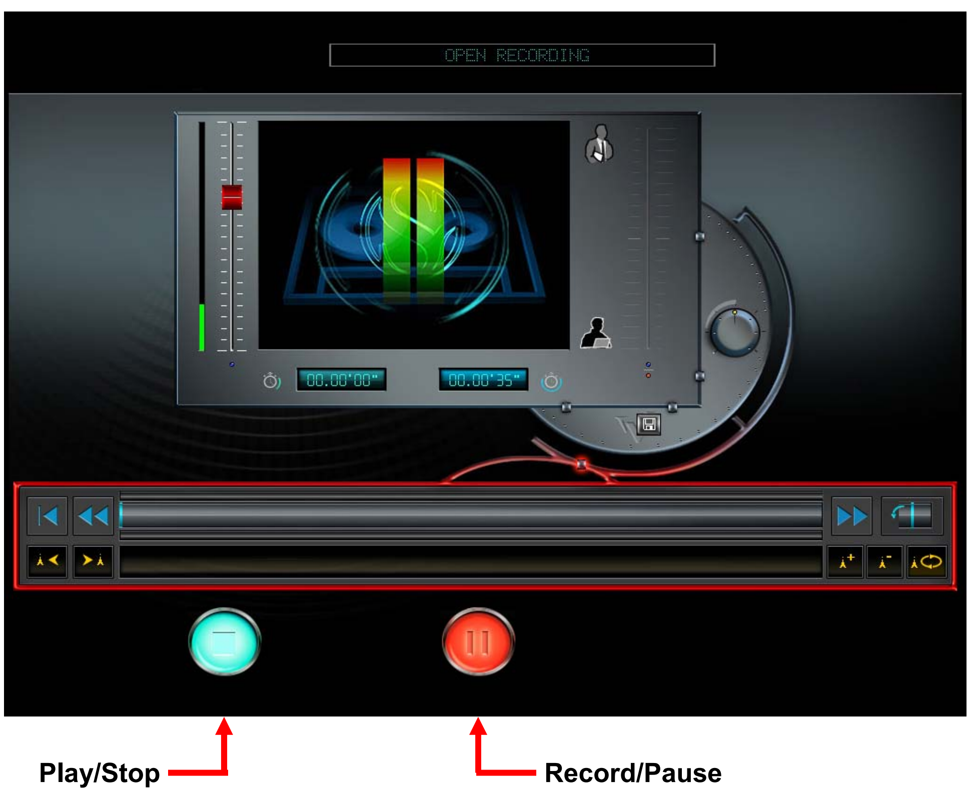
- He positions the cursor to the beginning (00:00:00), and clicks on Play.

- When he has listened to the first word or phrase, (depending on the teacher's instructions), he click on Record. This re-positions the cursor back to the beginning of the word (or phrase) and puts the virtual recorder into recording mode.
- The student then repeats the content while the system records his response.
- The virtual recorder will automatically begin playing the second word (or phrase), and again the student will press Record when he has listened to the second word (or phrase)
- After recording a segment, (if the student made an obvious mistake), he can immediately press Erase to erase that segment and then re-record.

### The Open Recording Activity

For this type of activity, there is no media file content. Students are able to record in an ad hoc fashion without any implicit time limit. Open recording can be used in situations where students are reading text from a book. Also, open recording can be used in situations where the teacher is presenting content by asking questions with his microphone, or by playing CD-Audio content that has not been transferred to the Library, (e.g. AP Testing materials)

Note that because the student recording is not bounded by the duration of a media file, the cursor is always positioned to the left, and the file length field will continue to increment as the recording progresses. The playback button only becomes active once a recording has been made.



## Saving Reponses

All versions of the Symposium Virtual Recorder include a local save button that can be used to save response files. Oral responses are saved as MP3 files, and text responses are saved as RTF files. When you click on the save icon, this opens up a browser. Using the browser, you can navigate to any accessible folder and save your response.

Files that have been saved by students are not stored in the Symposium database. Normally, the student will only have access to these files, (MP3 for audio and RTF for text), from a 3rd party applications such as Windows Media Player (for MP3) or Word (for RTF). The one exception to this rule is text files, which can also be accessed from the Writing version of the Virtual Recorder.

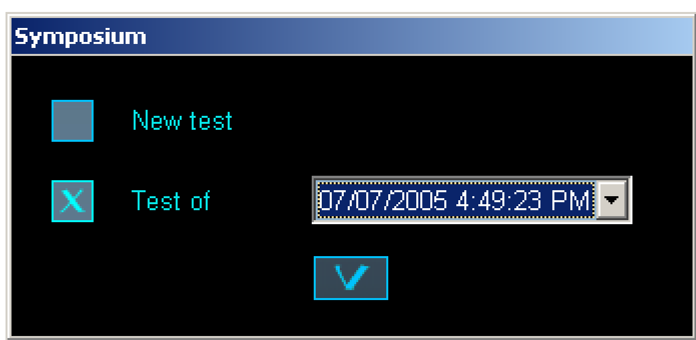
## Teacher Initiated Saving

If the teacher wishes to save student responses, he must first establish a *session*, before launching a media activity. (This is discussed in more detail in the chapter titled *Establishing a Session* later in this guide.)

Once a session has been established, upon ending a media activity, the teacher will be given the option of saving student responses. Saved responses are logged in the Symposium database, and are saved to the Student folder on the media server, (WAV for audio and RTF for text).

The teacher can access saved student response files using the Follow-Up page of the Teacher resources. (This is discussed in more detail in the chapter titled *Configuration Management* later in this guide.) Responses can be accessed locally, and can also be exported for review at a remote station.

If the teacher launches the same media activity with the same media document, any students who had previously responded to this activity and had their responses saved in the Symposium database, will be given the choice of responding anew, or retrieving their most recent previous response; (see the pop-up window at right), when the Virtual Recorder opens on their screen.



# Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **How does the teacher launch student virtual recorders?**

2. **Can a student open his own Symposium VR-LL virtual recorder?**

3. **What type of media activity would a teacher use if he wanted students to record themselves reading a chapter in a textbook?**

4. **When running an Active/Comparative recording activity, how does the teacher set break-points for toggling between playback and recording?**

5. **What is the function of the button shown at right, and in which media activities will this button be present?**

#######

# Establishing a Session

## Introduction

Sessions serve two purposes:

1. They prompt students to login to Symposium so that student names can be displayed immediately beneath the corresponding workstation icons on the teacher's control screen.

2. They give the teacher the option of saving a permanent copy of student responses (oral and text) to media activities.

## Beginning a Session

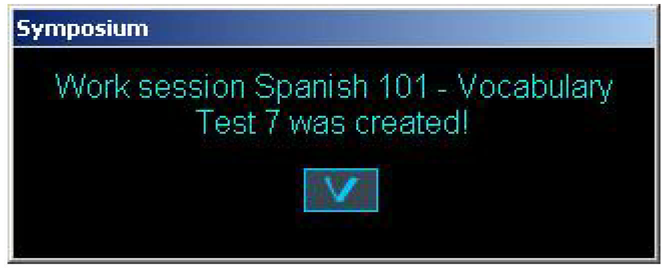
A session is initiated when the teacher clicks on the New Session hot key in the control panel (as shown at right).


### Teacher Station

At the teacher station, a pop-up window (shown at right) will appear asking the teacher to assign a name to the session. It is recommended that the name include the course number (e.g. Spanish 101), and a unique identifier for this specific session (e.g. Vocabulary Test 7).

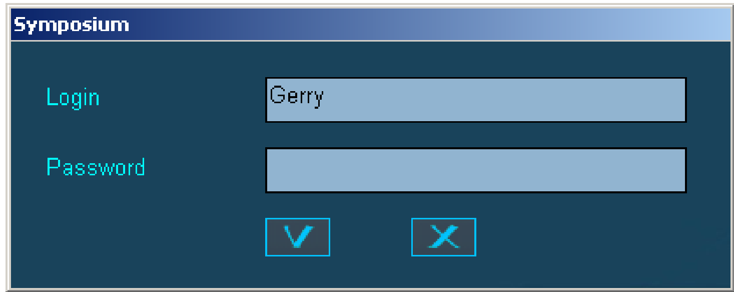
Click on the check mark at the bottom this window to confirm the new session.

A new pop-up window (shown at right) will appear to confirm that the session has been established. Acknowledge this message by clicking on the check mark at the bottom of the window.



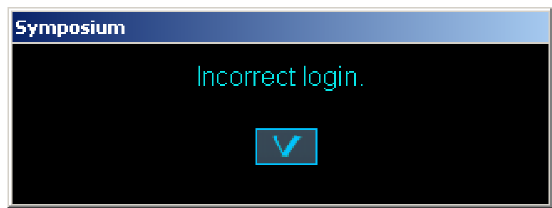

As students begin to login, the control screen will reflect their progress by superimposing a login symbol over each workstation icon screen, and the student's name will be displayed immediately below the workstation icon. This is shown in the image below. Note that students have logged in at stations 1 though 8 in this example.

## Student Stations

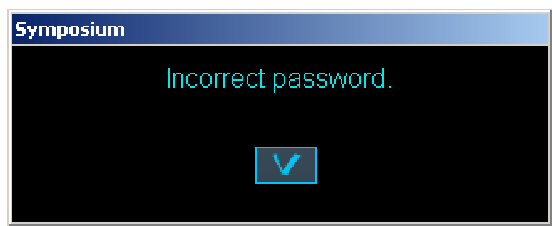



When the session is initiated, all students will see a pop-up window prompting them to login. This is shown at right.

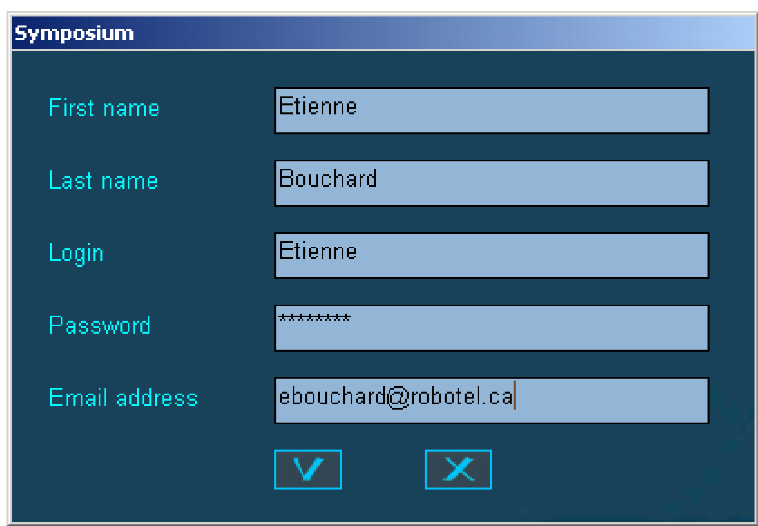
Each student should enter his identification (in the Login field) and his password (in the Password field), and then click on the check mark at the bottom of this window to acknowledge.




If a student just clicks on the check mark without entering his identification, the *Incorrect login* message at right will appear.




If the student enters his identification, but does not correctly enter his password, the *Incorrect password* message at right will appear.

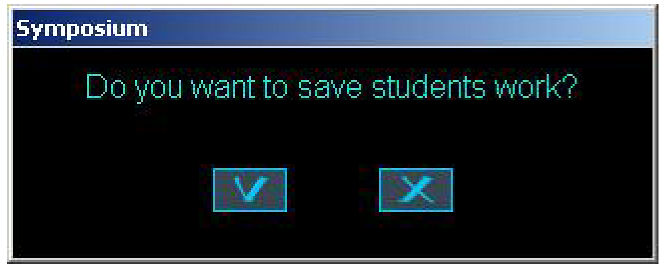



If the student is logging in for the first time (or if he enters his identification incorrectly) the New User login screen (shown at right) will appear.

The student should enter his First name, Last name, Login identification, Password, and Email address in the appropriate fields, and then click on the check mark at the bottom of this window to confirm.

## Saving Student Responses

During the session, the teacher will normally launch one or more media activities. When the teacher ends the activity, he will see a pop-up window (as shown at right) asking if he wants to save student responses.




The teacher should click on the check mark at the bottom of this window in order to save a permanent copy of student oral and text responses in the Symposium database.

## Ending a Session

A session is automatically ended when the teacher accesses either the *Parameters* button or the *Teacher* button in the Configuration bar at the bottom of the screen. A warning message will be displayed.

# Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **What are the two possible reasons for enabling a session?**

2. **How does the teacher begin a session?**

3. **How does the teacher end a session?**

4. **What information can be saved from a session?**

5. **If a student accidentally types in an incorrect identification when logging in, how can he correct his mistake?**

#######

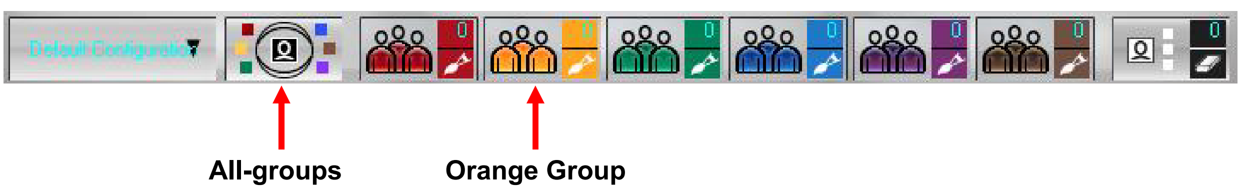
# Making Presentations

## Introduction

In this chapter, we will look at four different types of presentation:

- Live presentations
- Teacher presentations
- Model student presentations
- Document presentations (using A/V media files)

For any type of presentation, you can choose to work with the entire class by selecting the *All-groups* button in the Groups Bar at the top of the screen, or you can choose to work with a single group by selecting the Group button for that particular group, (e.g. the *Orange* group).




## Live Presentations

The most simplistic form of live presentation is to stand up in front of the class and speak to your students. Such a presentation may be accompanied by writing on a traditional blackboard, or a modern electronic whiteboard.

While such a presentation does not intrinsically require using the Symposium system, Symposium can enhance this type of presentation in two different ways:

- Symposium can be used to **blank student screens** so that local computer screens are not a distraction to students, and their attention is focused toward the front of the room.

  To accomplish this, just click on the Hot Key called *Blank screens*. All student screens will be set to black, and all student keyboards and mice will be locked.

  When the presentation is over, just click on the *Reset* hot key to restore student screens to normal.

- Symposium can also be used to enhance the oral component of the presentation by having the **teacher's microphone signal sent to all student headsets**.

  Normally, sending audio is used in conjunction with the previously mentioned blanking of screens. Navigate to Presentation mode (this is actually the default view), select the icon for the teacher station (station ID = M) in the workstation layout area, and from the control module click on the Send Audio (A) button.

  Check your local sound module to make sure that your microphone is not muted. If the red *Microphone Muted* indicator is on , just press on the *Microphone Mute* button to clear this state. You can now use your microphone to talk to the class (or currently selected group).

When a live presentation with audio support has been established, the control screen will normally appear as shown below.

# Teacher Presentations

For the purpose of this text, *Teacher presentations* differ from *Live presentations* in that teacher presentations include sending of the teacher's screen to the class (or group). A typical example of a teacher presentation is presenting a new topic using a Microsoft PowerPoint slide show.

To enable a teacher presentation, the most straightforward way is to click on the Hot Key called *Broadcast*. This will send the teacher's screen to all students, and will also send the teacher's audio signal (mix of microphone and computer sound) to all students.

Alternately, if you do not need to send audio, you can navigate to Presentation mode, select the teacher station (in the workstation layout area), and from the control module choose the *Send Video* function.

When your presentation is completed, just click on the Reset hot key to cancel.

When a teacher presentation with audio support has been established, the control screen will normally appear as shown below.

# Model Student Presentations

A model student presentation is virtually identical to a teacher presentation, except that the screen source is a student workstation (or perhaps a document camera).

To enable a student presentation, navigate to Presentation mode, select the target student station (from the workstation layout area), and from the control module, click on the *Send Video* button.

If the presentation requires audio, also select the *Send Audio (B)* button on the control panel.

Sometimes it is desirable to have both the presenter's microphone and the teacher's microphone active. To activate the teacher's microphone, select the teacher's stations (from the workstation layout area), and from the control module, click on the *Send Audio (A)* button.

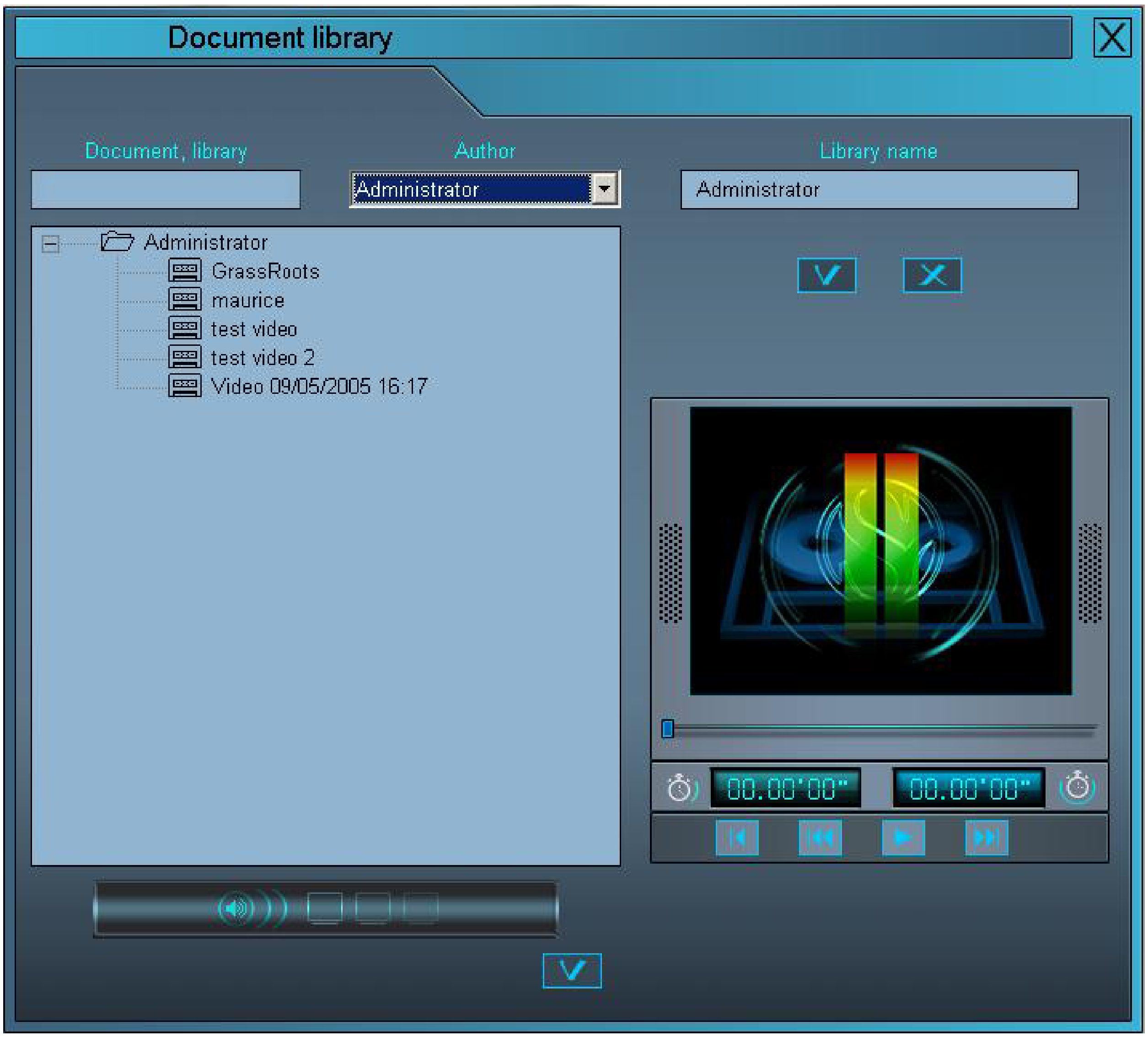
When the presentation has been completed, just click on the Reset hot key to cancel.

When a model student presentation with audio support has been established, the control screen will normally appear as shown below.

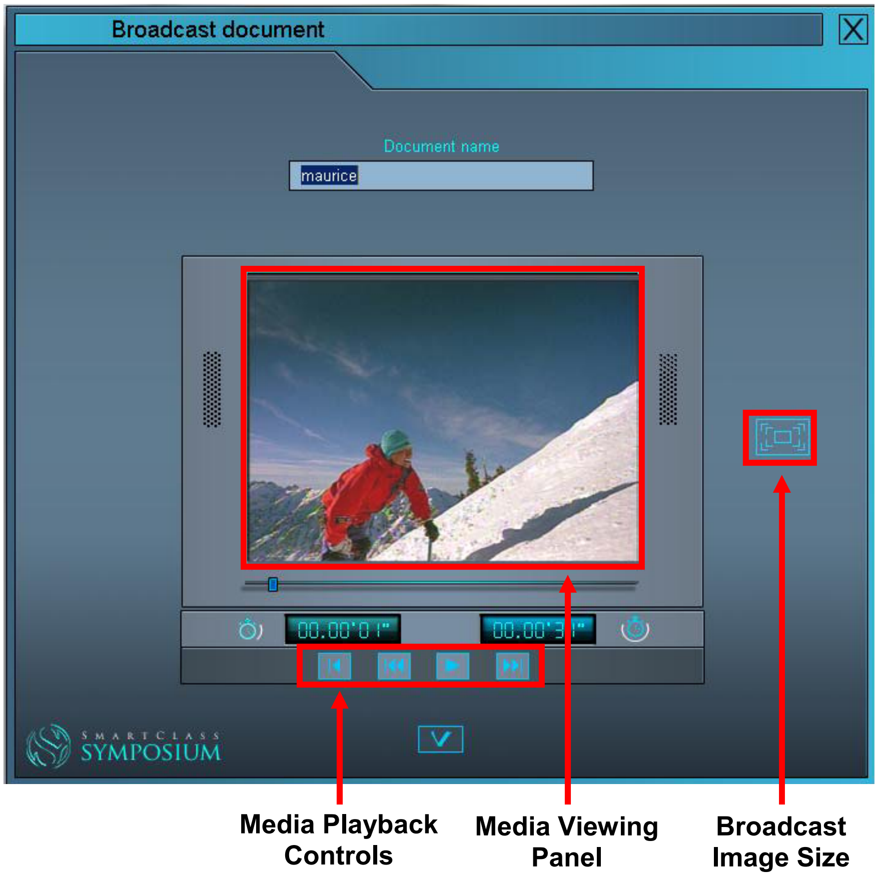
# Document Presentations

Multimedia files, (audio, video, and audio-visual), are stored as Documents on the control computer (or on another designated media server).

To present a Document to your students, navigate to the Media Activities mode, click on the Media Source button on the control module, and select *Library* as your source. This will open the Document Library window as shown below:




Select the document that you wish to present from the document list panel on the left: (You can navigate to other libraries by modifying the *Author* field at the top.) You can preview the document (if desired) in the preview panel on the lower right. When you are ready, click on the Document Broadcast button (just below the document list panel). This will open the Broadcast Document window (as shown overleaf).




Use the ***Broadcast Image Size*** button to choose between a full-screen broadcast or a windowed broadcast of the media file.

Use the ***Media Playback Controls*** to play, pause, fast forward, rewind, or stop the media file.

When your Document Presentation is completed, click on the check mark near the bottom of this window to reset this activity.

# Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **Which mode does a teacher use to make Live presentations?**

2. **Which mode does a teacher use to make a Document presentation?**

3. **If making a Document presentation, does the teacher have control over the image size? If so, with what limitations?**

4. **What is the difference between Live presentations and Teacher presentations?**

5. **If a student is delivering a presentation, is it possible for the teacher to interject comment? If so, how?**

#######

# Providing Student Support

## Introduction

Symposium includes a number of capabilities to make it easier for teachers to interact with students in a class environment, group environment, pairing environment, and/or self-study environment. This interaction can be done proactively or in response to a student call for help.

## Self-Study Activity

Imagine that students are working on individual assignments. You have confidence in most students to complete the assignment without problem, however there are a few students who you would like to monitor a little more carefully.

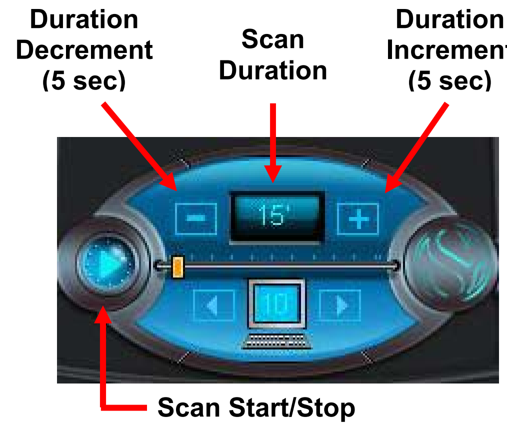
### Group Those Students Requiring Close Monitoring

To begin with, you might create a new Group-Configuration that you name *Temporary*. (You will periodically change this group configuration to match day-by-day requirements.) To one group (e.g. the Purple group) you assign those students whom you wish to monitor most closely. You then select this group.

### Select Support Mode

You then select Support Mode, and in the workstation layout area, select the first student in the Purple group, (Roy). By default, the Observe and Monitor functions are normally activated for you, and you will be immediately viewing Roy's screen and listening to Roy's audio signal. You can tell at a glance if Roy is tackling the assignment correctly. (Note that if for any reason the Observe and Monitor functions were not automatically activated, just click on these functions in the control module.)

## Use the Scan Functions




While monitoring Roy, you now decide to sequentially view all students in the Purple group. To do this, you just activate the Scan function by clicking on the Scan Start/Stop ( ▶ ) button. By default, the scan function will sequentially monitor each student for 15 seconds. (Just increment or decrement this time if you prefer a different scan duration. See Scan functions at right.)

Your screen will appear similar to that shown below.


If, for example, you notice that one of your students (Amanda – who is seated at station 4) seems to be lost, you can stop the scan function by clicking on the Scan Start/Stop ( ■ ) button, and you will then remain observing and monitoring Amanda's work.

## Dealing with a Student Problem

To deal with Amanda's problem, you have several options:

- Talk to the student (Talk)
- Take keyboard/mouse control of the student's computer (Take control)
- Show the student the proper solution on your computer (Toggle video)

### Explain – Option 1

To talk to Amanda, just click on the Talk button in the control module. This will activate your microphone so that you can have a dialog with Amanda. Explain what she is doing wrong and have her correct her own work.

### Demonstrate – Option 2

If talking is not sufficient, you can now take control of Amanda's computer by selecting the Take Control function in the control module. You can now demonstrate – right on Amanda's computer – what she is doing wrong.

### Review Basics – Option 3

If neither explaining nor demonstrating is sufficient, cancel keyboard/mouse control by again clicking on the Take Control button, and then select the Toggle Video button. This will reverse the video switching so that Amanda is viewing your screen instead of you viewing hers.

Review the lesson material – on your own PC – and go over some basic example with Amanda until she begins to catch on. When finished, again select the Toggle Video button and allow Amanda to show you that she can now complete the assignment on her own.

## Reactive VS Proactive Support

In the previous example, the teacher was working proactively to discover student problems. However, as students are equipped with call buttons, they can also initiate a call for help when they run into a problem.

To react to a student call for help, the approach is very similar. In any mode where the Monitoring functions are available, in the workstation layout area just select the student station with the open call (raised hand), and choose both the Monitor and Observe functions from the control module. If your microphone is not already open, choose the Talk function to ask the student about their problem.

# Class or Group Activity

If students are working on a class or group activity, most likely you are using Symposium's Presentation mode. In this mode, students may have questions about the material being presented – or (proactively), you may want to ask questions of specific students to confirm that everyone is following the presentation.

In Presentation mode, if a student (Pierre) has a question, select Pierre's station from the workstation layout area, and choose the Send Audio (B) function from the control module. (If your microphone is not already open, choose your own station (M) from the workstation layout area, and click on the Send Audio (A) function. You can now ask a question of the student, and the student can respond. (Note that because you are working in Presentation mode, all students in the class (or group) are listening to the dialog between you and Pierre.)

(Technically, the Send Audio (A) and Send Audio (B) functions are interchangeable, but to avoid confusion, the A channel is normally assigned to the teacher, and the B channel is assigned to a student.)

When a question is being asked in a class or group environment, the screen will appear as shown below:

# Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **If a student requires help, how can he advise his teacher without disturbing the class?**

2. **How can a teacher proactively determine if his students need help when they are working on a self-study assignment?**

3. **What does the Toggle Video function do, and when is it used?**

4. **How can a teacher help a student fix a small problem on his computer without physically going to the student's desk?**

5. **If you are in the middle of a teacher presentation, and a student has a question that you believe can be answered by another volunteer student, how would you ask for volunteers, and once you have a volunteer, what must you do to let him address the class?**

6. **In the same situation as described in question 5, if you wanted the volunteer to demonstrate a point by taking control of the teacher's computer, how would you enable such an action?**

#######

# Running Collaboration Activities

## Introduction

For Symposium purposes, collaboration activities are deemed to be student audio pairing, student audio conferencing, and teamwork (shared audio, video, and keyboard/mouse control within student teams).

At present, neither conferencing nor teamwork is enabled, so collaboration activities are restricted to student audio pairing.

There are three types of audio pairing currently supported:

- Random audio pairing
- Ad Hoc audio pairing, and
- Programmed audio pairing

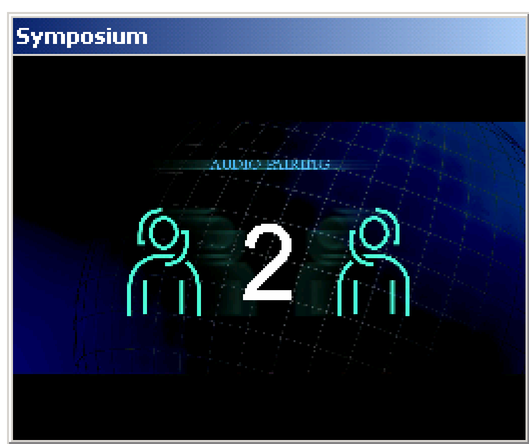
## Random Audio Pairing

Random audio pairing is the easiest form of pairing to configure, and is often the most beneficial, as students are nearly always paired with a different partner.

To enable Random Audio Pairing, select the Collaboration Mode, choose the Pairing function, and from the pop-up menu choose Random pairing. The system will then assign student pairs, and a collaboration number will be superimposed on the circular audio icon at each paired station.

To activate pairing, click on the Start pairing button.

On student screens, a graphic (see right) will appear to let them know that the pairing function has been invoked. The graphic includes the configuration ID for the pair to which the student belongs.




To cancel pairing, just select the Stop Pairing button on the control module or choose the Reset hot-key.

# Ad Hoc Audio Pairing

Ad Hoc audio pairing enables teachers to choose student pairs based on specific selection criteria.

To enable Ad Hoc Audio Pairing, select the Collaboration Mode, choose the Pairing function, and from the pop-up menu choose Ad Hoc pairing. The teacher defines a student pair by clicking on the first station, holding down the control key on the keyboard, selecting the second station, and then clicking on the Add pairing button. A collaboration number will be superimposed on the circular audio icon at each paired station. Continue selecting additional student pairs by repeating this procedure.

To activate pairing, click on the Start pairing button.

On student screens, a graphic (see previous page) will appear to let them know that the pairing function has been invoked. The graphic includes the configuration ID for the pair to which the student belongs.

To cancel pairing, just select the Stop Pairing button on the control module or choose the Reset hot-key.

# Programmed Audio Pairing

With Symposium, it is possible to define – in an unrestricted way – which student stations will be paired together. This is called programmed pairing.

In fact, it is possible to pre-define several different pairing configurations, and to select which configuration will be used for any given exercise. Pairing configurations are discussed in detail in the Configuration Management chapter later in this guide.

From an operational perspective, the teacher needs only to navigate to Collaboration mode, choose the Pairing button, and choose the appropriate Programmed Pairing configuration from the pop-up menu. A collaboration number will be superimposed on the circular audio icon at each paired station.

To activate pairing, click on the Start pairing button.

On student screens, a graphic (see previous page) will appear to let them know that the pairing function has been invoked. The graphic includes the configuration ID for the pair to which the student belongs.

To cancel pairing, just select the Stop Pairing button on the control module or choose the Reset hot-key.

# Chapter Quiz Questions

If you can answer the following questions, then you are ready to move on to the next chapter. If you have trouble with any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **What mode must you access to enable audio pairing?**

2. **What are the three types of audio pairing?**

3. **Does random audio pairing require a special hardware layer?**

4. **Are you restricted to a single pairing configuration, (e.g. set of workstation pairs), for Programmed Audio Pairing?**

5. **Will a student be aware that audio pairing is enabled if his partner is not speaking into his microphone? If so, how?**

#######

# Launching Media Activities

## Introduction

Symposium defines media activities as those activities that use multimedia (audio, video, or audio-visual) files. There are several steps that must be taken to enable a multimedia activity, and typically one step involves opening virtual recorders on all student stations, so that students can work on a specific media activity.

An A/V media file becomes a document when it is captured into the Document Library. There are two ways capturing media files, one way for digital sources and another way (A/V Capture) for analog sources. These mechanisms are discussed in this chapter.

Teachers are able to assign any of 5 different activities for any media file:

- Listening
- Writing
- Recording (Simultaneous)
- Recording (Audio Active Comparative)
- Recording (Live)

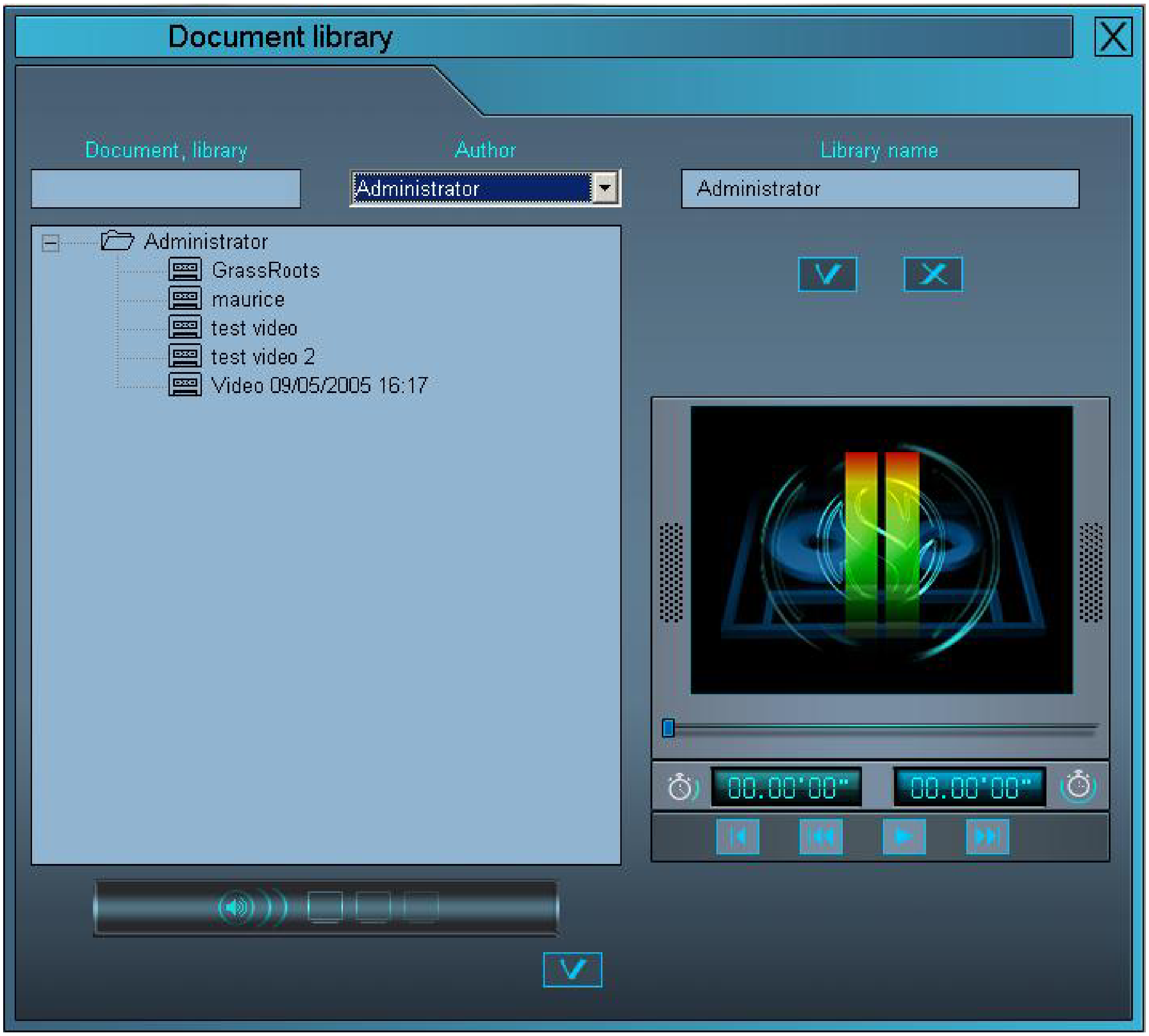
Each activity launches a slightly different version of the student virtual recorder, (as described in the chapter on Student Virtual Recorders).

To launch a media activity, the teacher must navigate to the Media Activities mode. All activities begin with the same approach, selecting a specific media file. To do this click on the button labeled Media Source. You will see the pop-up menu shown at right.


The two media selection options are Library and A/V Capture. (Items 1 through 5 represent recently used media files, which are also included in the Document Library.)

# Selecting a Library Document

Let us assume that the document we need is already in the Library. To access this file, we click on the *Library* option in the pop-up menu. This opens the Document library window shown below.




Select the desired library by choosing the author's name from the drop-down list in the Author field at the top of this window. Then choose the desired document from the document panel on the left.

You may optionally choose to preview the selected document in the preview panel at the lower right portion of this window. **When accessing library-based documents, you MUST choose to broadcast this document to students (to allow them to watch/listen to the material), before launching an activity.** To do so, just click on the Broadcast Document button immediately below the document list.

# Starting an Activity


Before launching an activity, select the group (Group Bar) or the specific stations (Workstation Layout Area) on which you would like to run the activity. Then choose the Start Activity function from the control module. A pop-up list of activities will be displayed, as shown at right.

Just choose the desired activity, and the appropriate version of the student virtual recorder will be launched on the selected workstations. (The virtual recorder activities are discussed in detail in the chapter on Student Virtual Recorders.)

The screen below shows that a VR-based activity has been launched for the Orange group.


# Ending an Activity

To end an activity, begin by selecting the stations on which you would like to end the activity and then click on the End Activity button in the control module.

# Digitizing a New Document – A/V Capture

If the media file with which you wish to work is currently available only on an audio-visual medium like an audiocassette tape, videotape, CD-Audio, or DVD, (or if you want to capture a live presentation using a camera and/or microphone), then you can use the A/V Capture option to digitize this source and automatically capture the file as a document in the Library.

Philosophically, the teacher normally plays the media file to the class (or group) while it is being digitized, so that all students are able to preview the content that will be used for the coming activity. That being said, A/V Capture can also be done off-line prior to class.

- Select the students with whom you wish to work.
- Navigate to the Media Activities mode, and click on the Media Source button in the control module.
- Click on the A/V Capture function. This will open the *Create New Document* window shown below:

- Choose the input source by choosing one of the A/V Source Select buttons at the top of the screen. This will also open a media player window on the teacher's screen, and will trigger a broadcast from the teacher's station.

- Using the Broadcast Image Size button, choose either a full screen or a window-based version of the media player.

- Cue up your media source to the right point on the tape (or the right track on the CD or DVD).

- When you are ready, begin playing the medium (e.g. by pressing on the play button on your tape deck). Immediately, click on the Start button in the Create New Document window. The media file is now broadcast to the class and is concurrently digitized into the Library.

- When the broadcast is complete, click on the End button in the Create New Document window. A pop-up window will advise you to stop playback on the media source (e.g. tape deck). Acknowledge this window.

- Assign a name to the new document (by overwriting the automatically assigned name).

- Click on the check mark at the bottom of the screen to save the document.

The Start Activity process and End Activity process are exactly the same as described earlier in this chapter for Library based documents.

# Importing Digital Files into the Document Library

If the media file that you wish to use for a lesson is already available in a digital format, (e.g. MPEG, AVI, WAV, QT, MP3, WMA, WMV, etc.), this file can be transferred to the Library very easily.

The details are presented in the chapter titled Configuration Management.

## Chapter Quiz Questions

If you can answer the following question, then you are ready to move on to the next chapter. If you have trouble answering any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **What five media activities are currently supported?**

2. **If the teacher wants to run an activity using an audiocassette tape, is it necessary to digitize the tape before coming to class?**

3. **If the audiocassette tape mentioned above was a preformatted language lesson with a series of questions and blank spaces left where students are expected to respond, which media activity should the teacher use?**

4. **Is it possible to run several different media activities concurrently with different students? If so, how?**

5. **After you have launched a media activity, is it possible to monitor student progress without physically patrolling the lab? If yes, how?**

6. **Does Symposium directly control A/V devices like VCRs and DVD players, or must you manually control these devices when digitizing new documents?**

#######

# Program & File Management

## Introduction

Symposium includes a number of network utilities that enable teachers to open software programs (like Microsoft Word) on student computers. In future releases of Symposium, additional network utilities supporting file transfer (to student computers), file collection (from student computers, and file erasing (on student computers) will be added.

## Run Program

To run a program on student computers:


- First select the target workstations
- Navigate to the Network Tools mode.
- Choose the Run Program function. This will open a pop-up window as shown at right.
- Select the program that you wish to run. (The chapter titled Configuration Management discusses how programs are pre-loaded into this listing.)
- The target program will be launched on the selected student workstations. (See sample screen overleaf.)

## Quit Program

To quit a program (that you have launched) on student computers:

- First select the target workstations
- Navigate to the Network Tools mode.
- Choose the Quit Program function.
- This will close the most recently launched program on the selected student workstations.

When you are running a program on student workstations, the control screen will appear as shown below. Note that in this example, different programs are being run in the Orange and Purple groups.


Beginning with Symposium version 1.4, if the teacher chooses to run a second program before quitting the first program, the first program will automatically close before the second is launched.

# Chapter Quiz Questions

If you can answer the following question, then you are ready to move on to the next chapter. If you have trouble answering any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **Is it possible to launch more than one program on a single student workstation? If yes, how?**

2. **Is it possible to use Symposium to close a program that has not been opened through the Symposium control panel?**

3. **Is it practical to run different programs on different workstations at the same time? If so, how?**

4. **After launching a program, is there any way that the teacher can tell by looking at the Symposium control panel that the program has actually opened on student desktops?**

#######

# Configuration Management

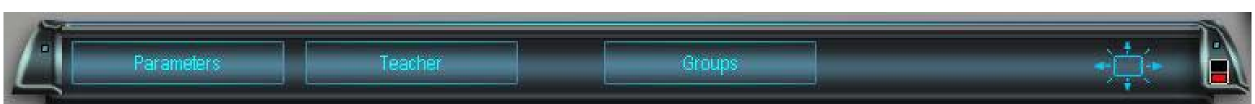
## Overview

In this User Guide, we will examine those facets of configuration management that are applicable to teachers. (For a detailed review of all Symposium configuration management functions applicable to the system administrator, please refer to the Symposium Installation Guide.)

Configuration management addresses the following topics, each of which are uniquely maintained for every individual user:

- Interface appearance
- Programmed Pairing
- Document management
- Program management

The Symposium configuration is accessed from the Configuration Bar (shown below). There are two different aspects to the system configuration: One-time set-up parameters are managed from the Parameters button, while dynamically changing parameters such as document libraries and program lists are managed from the teacher's resource button, (Teacher).




**Parameters** **Teacher**

# Parameters

Clicking on the Parameters button opens the Parameters window as shown in the image below. This window has 5 different tabs on the left hand side. By default the License number tab is seen when the window is first opened. Just click on any tab to access the associated parameter page.

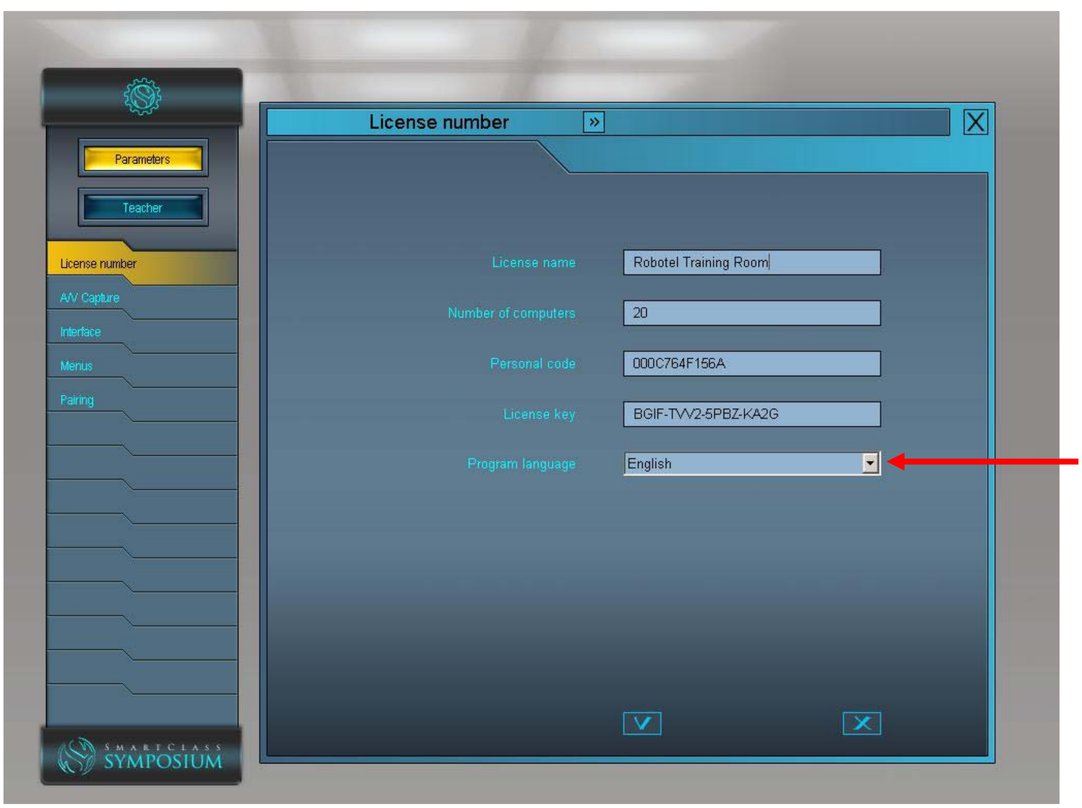
Note that in the upper left-hand corner of this window, it is possible to toggle between the Parameters and Teacher windows.

## License Number

The License number name is a bit of a misnomer, as the only parameter of interest to teachers on this tab is the Program Language field, (see image below).

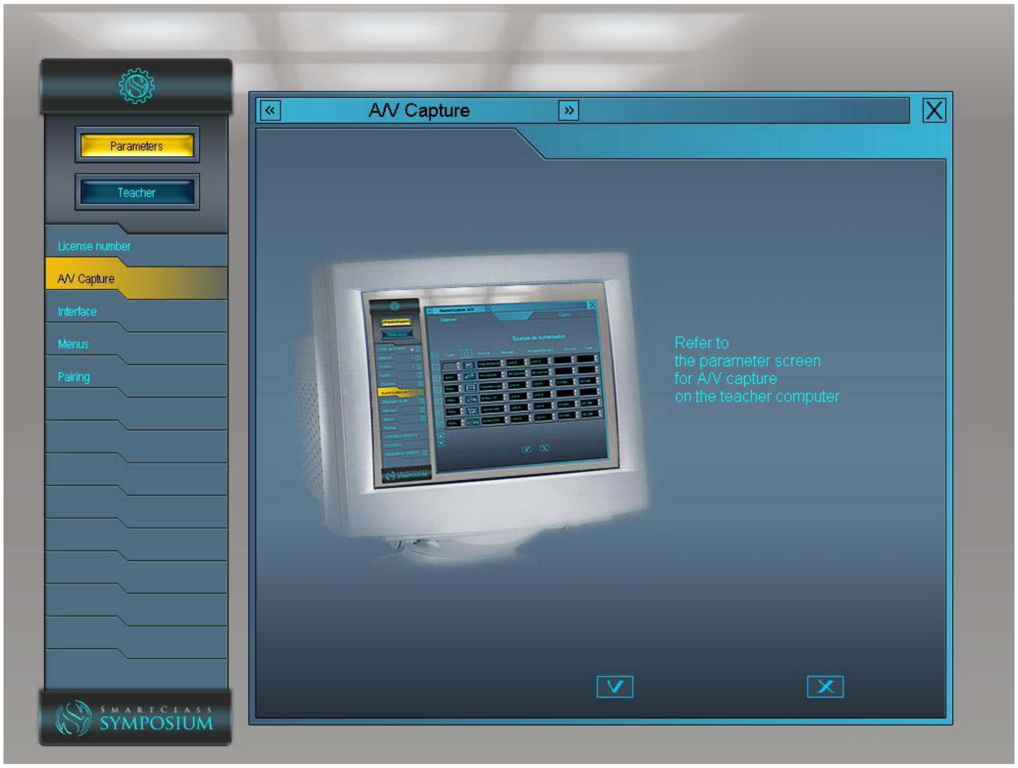
### Program Language

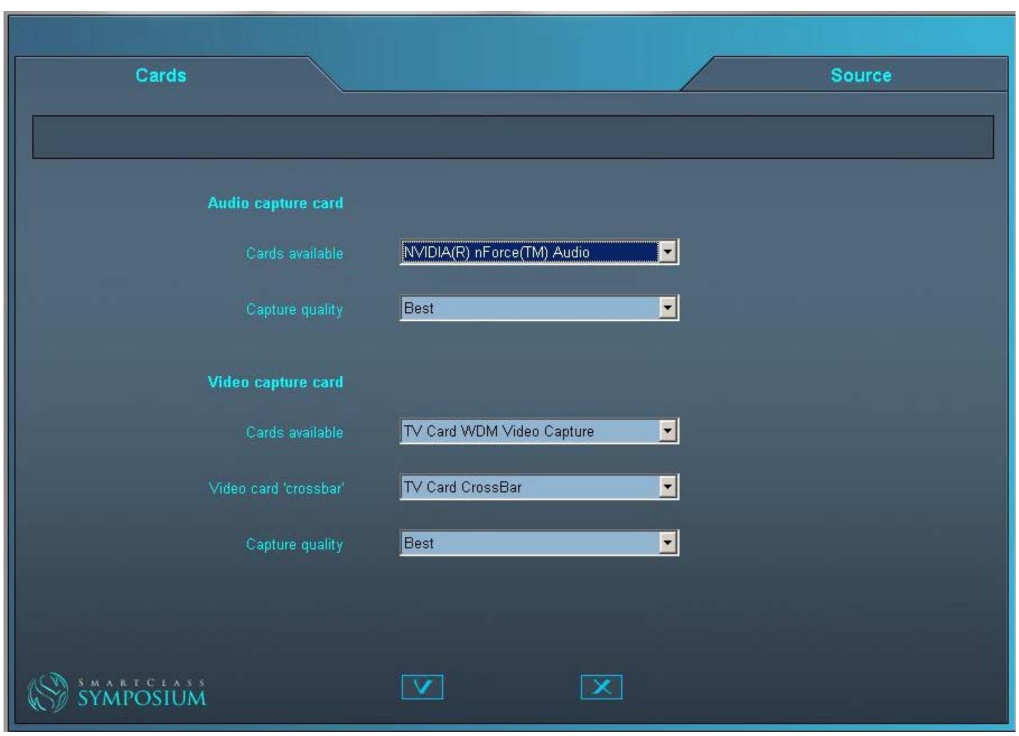
At the right hand side of the Program Language button is an arrow that opens a drop-down menu. From the menu list, choose the language that you wish to use for the Symposium user interface. (Currently, English, French, Spanish, and Chinese are supported, but these options will be expanded with future releases of Symposium.) The selected language will apply to all system users, but can be modified on-the-fly by any user.



## A/V Capture

When you select the A/V Capture tab, the image shown immediately below will appear on the control screen. Note however, that a second image (shown at the bottom of this page) will be displayed on the teacher's screen.



The image on the teacher's screen contains important information for the capture of new documents from A/V sources. Normally, these parameters will have been configured by your system administrator, and should not be modified.

To view the A/V sources page, click on the tab marked *Source* on the teacher's screen. This will change the window view as shown below.


Again, your network administrator should have configured all parameters on this page. By viewing this page however, you can better understand how your system's A/V devices have been connected.

For example, item No. 3, (which corresponds to the 3rd button on your A/V Capture page), (see the chapter on Launching Media Activities), is configured as a video type. The icon shown is for a VCR or DVD player. The audio connection is via the Line-In port on your computer, and the video source is set to NTSC, using an S-Video connection.

The A/V configuration applies to all users.

## Interface

Click on the Interface tab to select the Interface parameters page, (shown below).


On this page, you can modify the following interface parameters:

**Dual-screen options** – If your teacher workstation is running both the control screen and the teacher screen on the same computer, you can define which monitor displays each screen. Note that this parameter will have been configured by your system administrator and should not be modified.

**Computer Hints (tool tips)** – On the control screen, when you pass the cursor over a station icon, you can choose whether you wish to view a *tool tips* style pop-up list that contains some specific details about the workstation.

**Screen Display Mode** – You can choose that you want the control screen to appear full screen, or as a decorated window. Normally, it is configured as full-screen.

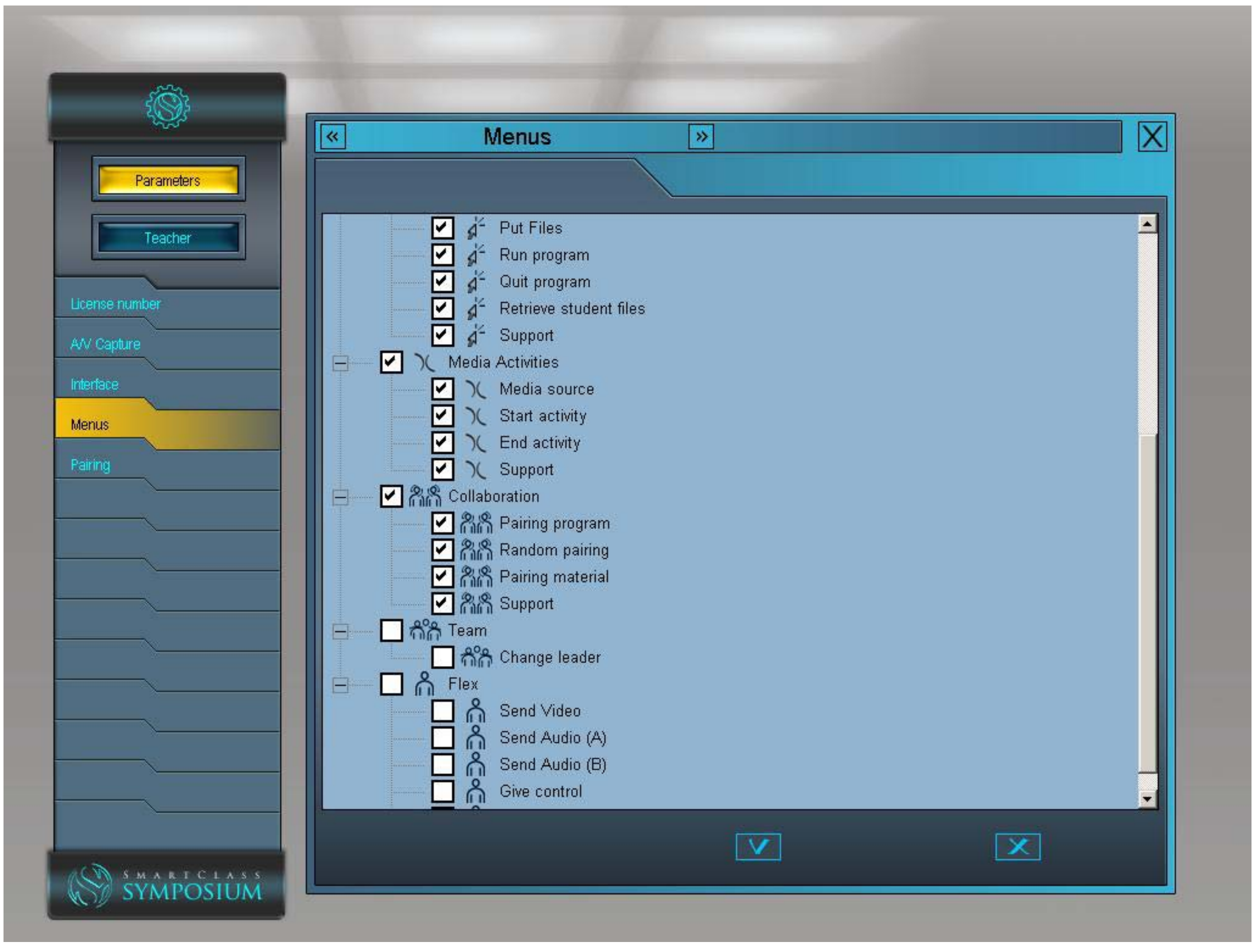
**Computer Icon Size** – You can select large or small sized computer icons (for the workstation layout area). Normally your system administrator will have configured this parameter.

**Display Groups** – If you do not intend to work with multiple groups, you can remove the Groups Bar from the control screen.

## Menus

Click on the Menus tab to display the menu parameter page.

This page contains a listing of all of the buttons that appear on the control module. If there are functions that you do not use, you can un-check those functions so that the buttons do not appear. (Note that in the image below, the Team and Flex modes have been removed, as these modes are not yet implemented in the current release of Symposium.)



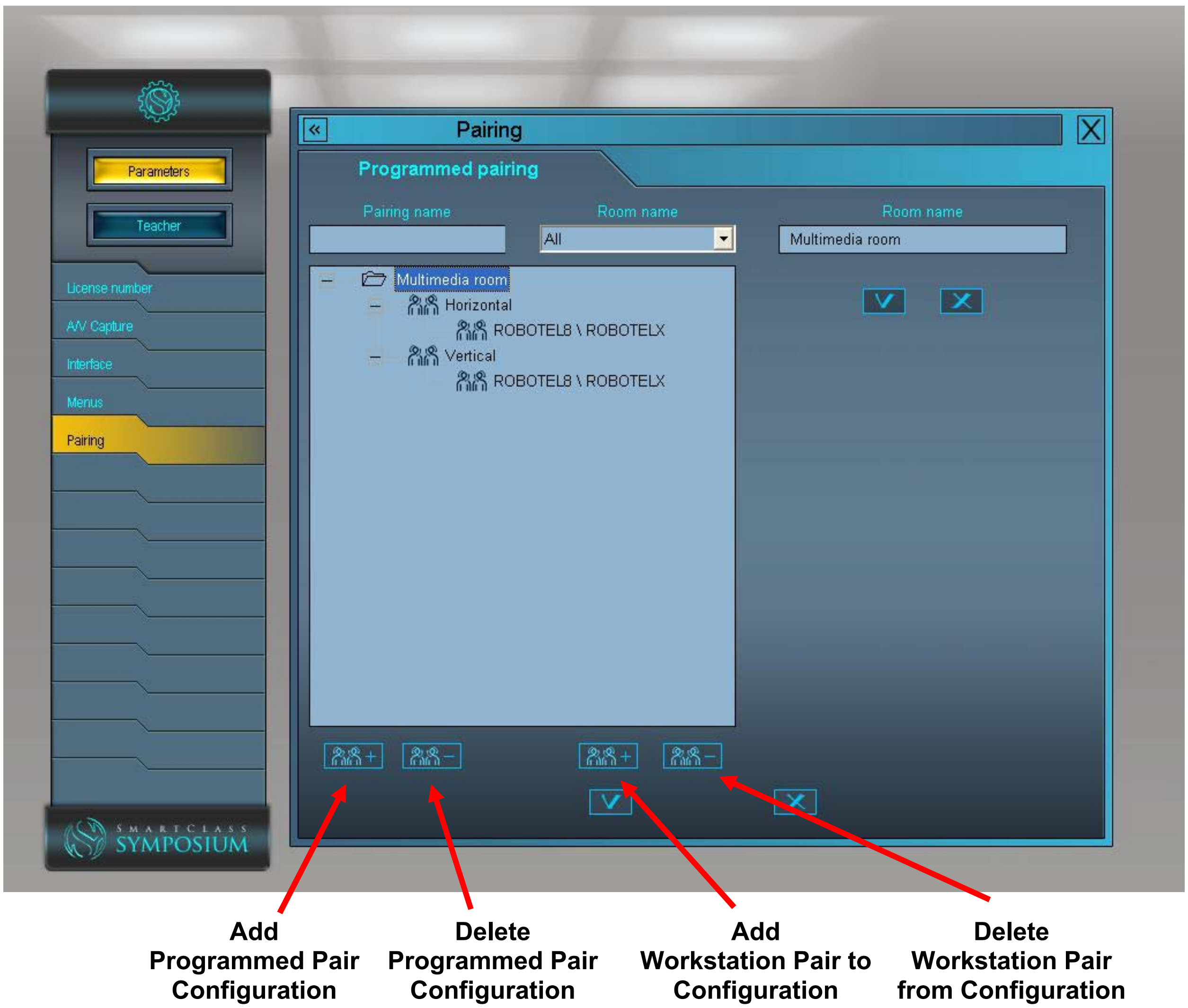

Note that any menu items removed by the administrator apply to all teachers, but each teacher has the option of customizing his own menu by deleting additional modes and/or functions.

## Pairing

Click on the Pairing button to view the Pairing parameters page. This page, (shown below), enables you to define one or more pairing configurations for Programmed Pairing.

For Programmed Pairing, it is possible to have multiple configurations for the same classroom.

In the example shown below, there are two programmed pair configurations called *Horizontal* and *Vertical*. The connection of the workstations in each template is listed immediately below the template name in the list box.




Note that effective with Symposium version 1.4, each user has visibility of only those programmed pairs that he has created. Users to not have access to programmed pairs created by other users.

# Teacher

Click on the Teacher button in the Configuration Bar to access the Teacher window, as shown below.

This window has multiple tabs on the left hand side. By default the Users tab is seen when the window is first opened. Just click on any tab to access the associated parameter page.

Note that in the upper left-hand corner of this window, it is possible to toggle between the Parameters and Teacher windows.

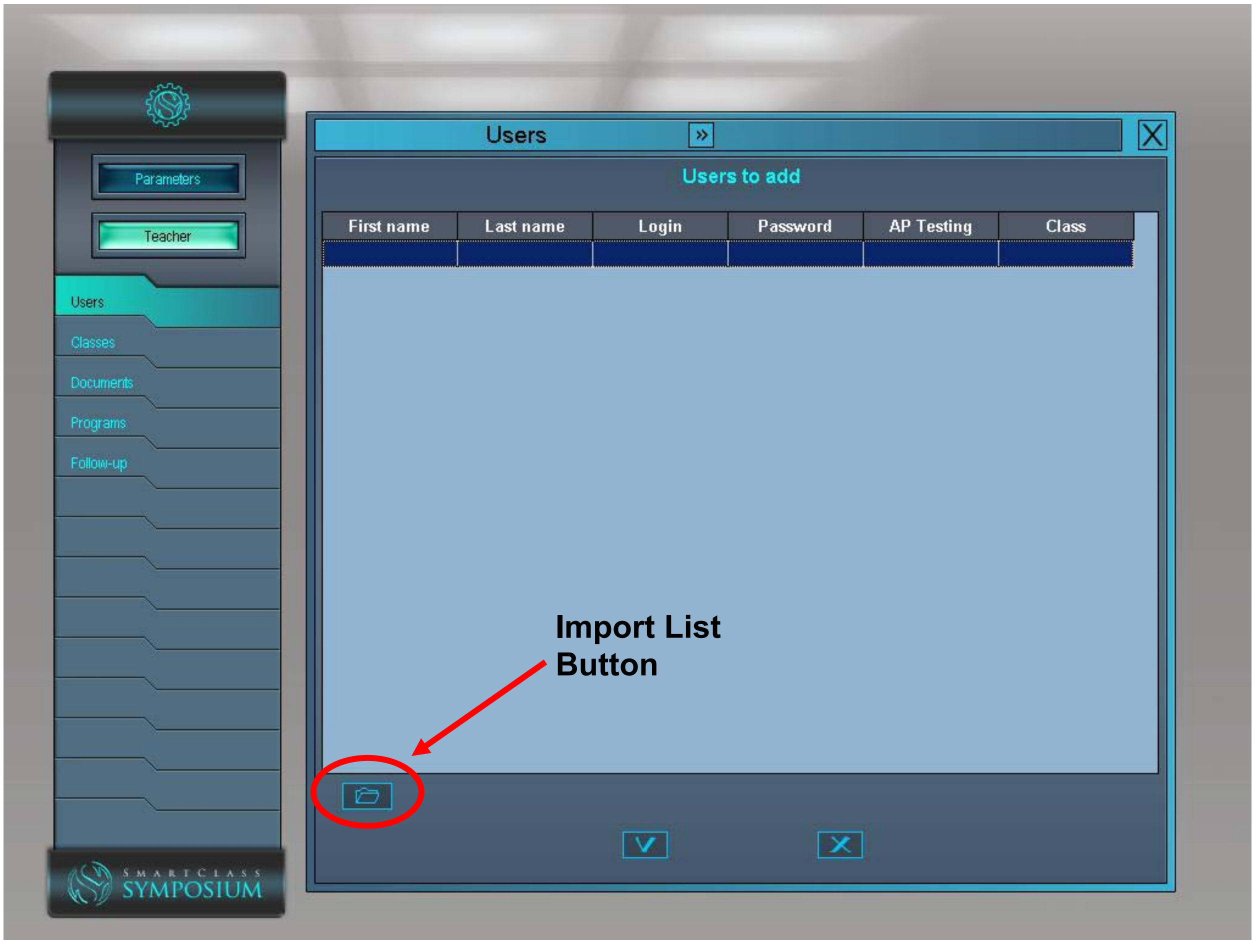
## Users

The Users page is shown in the image below:


In the main box, a list of the current users is displayed, a long with a brief summary of their properties. Teachers are empowered to add or modify any users who have a student profile, and are also empowered to modify their own user profile.

**Adding a User –** To add a new user, click on the plus sign (+) at the bottom of the screen. (Note that student users are automatically added to the database when they login to a session for the first time.) When you click on the add new user button, a small menu offering "add one user" and "add multiple users" options is shown.

To import a list of users from an external file, choose the "add multiple users" option. The page shown below is displayed.




Click on the Import List button. This will open a browse window where you can locate the file containing the list of users. The list to be imported must contain entries for the six fields shown at the top of the above page, with all fields separated by the ";" (semi-colon) character. There should be one record per line. An example file format is shown below:

**Graham;Smith;Graham;Password1;;Spanish 101**
**Heather;Jones;Heather;Password2;; Spanish 101**
**Alicia;Jackson;Ali;Password3;; Spanish 101**
**Simon;Fraser;SFU;Password4;; Spanish 101**

**Modifying a User** – To modify an existing user, highlight the user name in the main display box, and then click on the *Details* tab at the top of the screen.

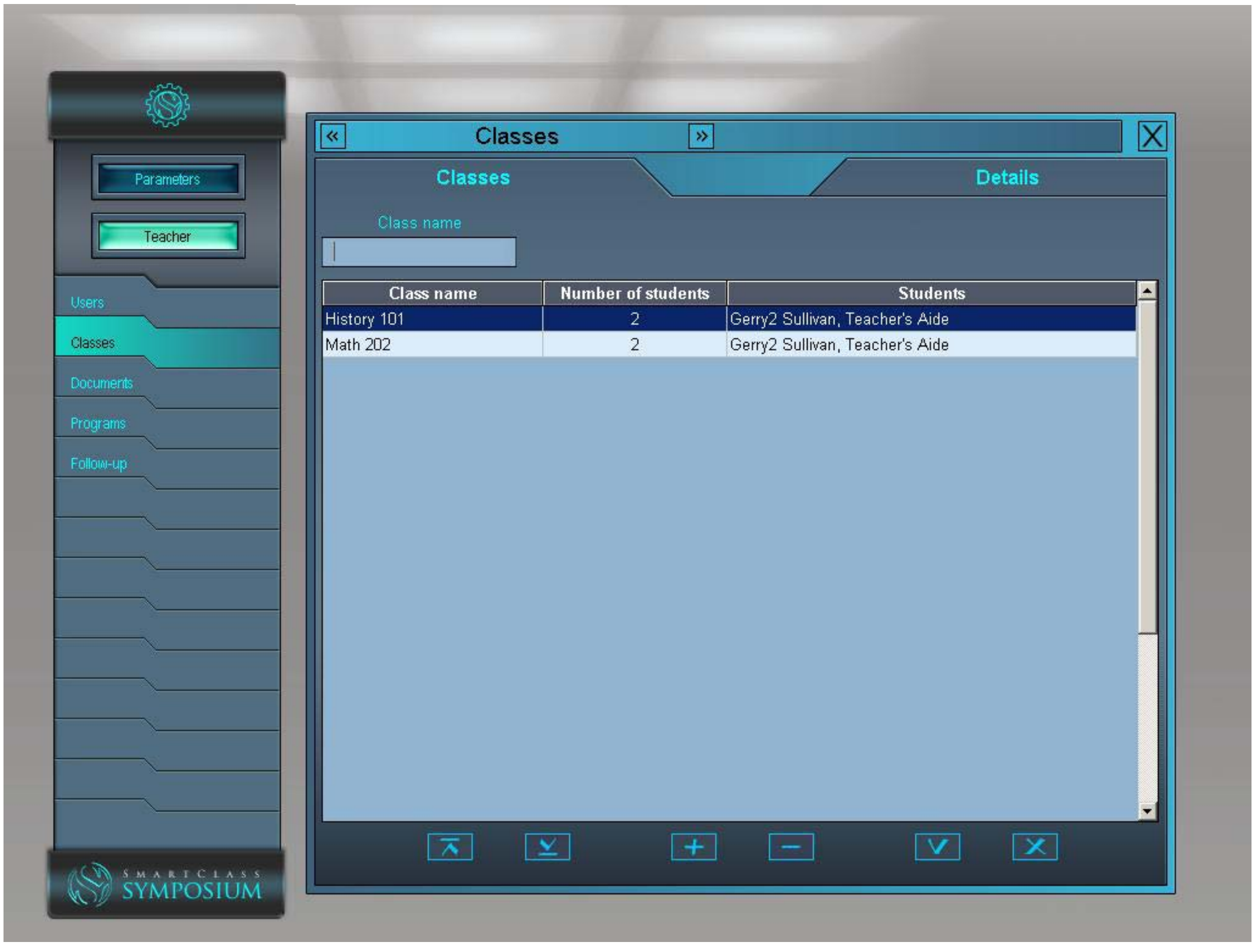
Taking either of the above actions will open the Details page, (as shown below).


With the present release of Symposium, there is no value in having student users listed in the system. (This will change with future releases.)

The main value of this screen is being able to edit your sign-in name (Identification), and your sign-in password (Password).

## Classes

Click on the Classes tab to view the Classes window, as shown below.

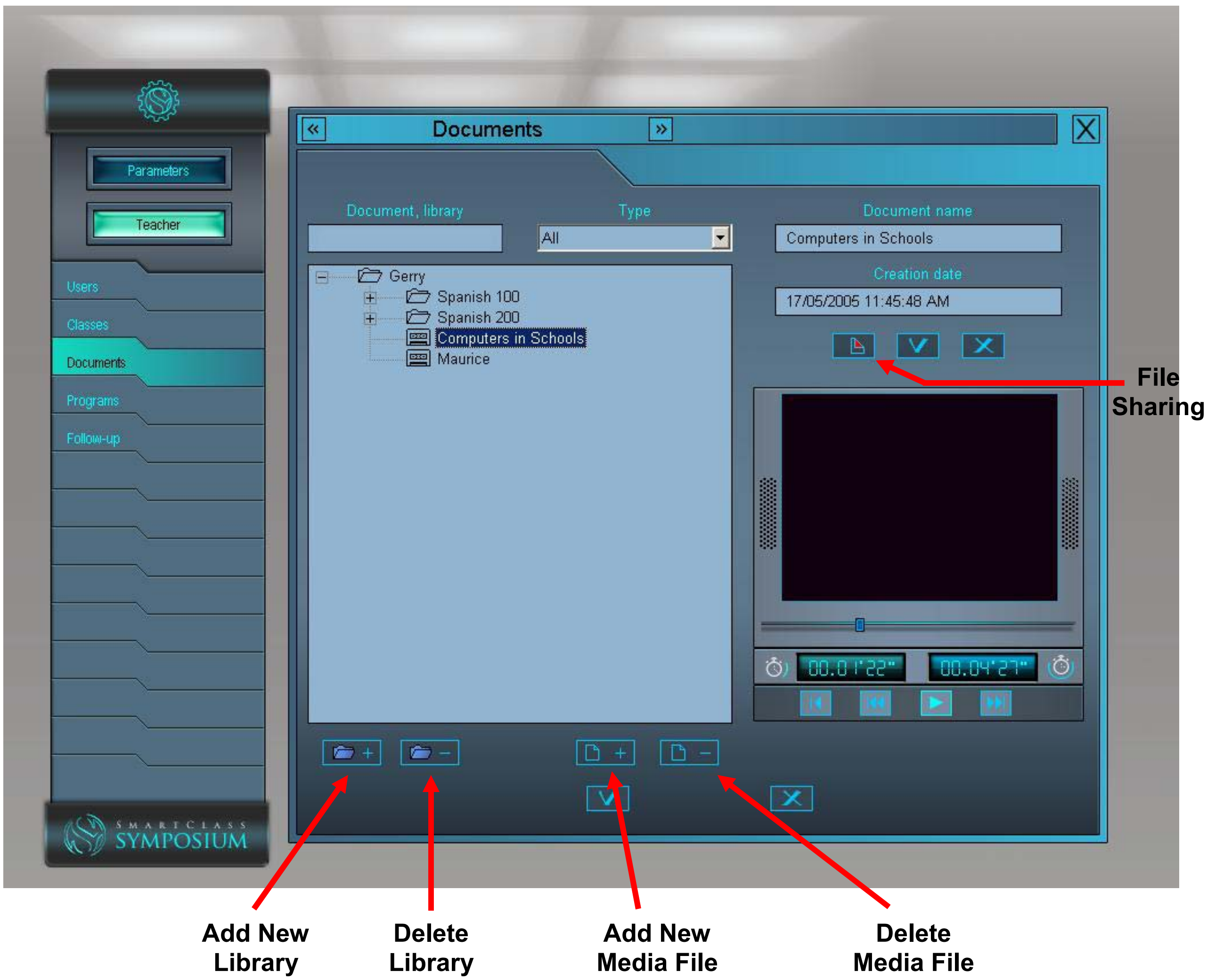



The Classes parameters are not yet used in the current release of Symposium. While it is possible to create and name classes and assign students to a class, there is currently no value in doing so. (This will change with future Symposium releases.)

## Documents

An A/V media file becomes a *document* when it is captured into the Document Library. There are two ways of capturing media files, one way for digital sources and another way (A/V Capture) for analog sources. Digital document capture is covered thoroughly in this chapter, and capture of analog media content is covered in the earlier chapter titled Launching Media Activities.

The Documents window is shown below:




It is important to envision how your document portfolio is going to grow after you have been using the Symposium system over a long period of time. So, when first starting out, it is best to create several new libraries for different types of documents. You can index libraries by subject, by grade level, by topic, etc. Remember that the libraries that you create are user specific, and it is your choice whether documents stored in your libraries are shared or not.

### Importing Digital Files into the Document Library

If you have some existing digital files, (MPG, MPEG, AVI, WAV, MP3, QT, WMA, WMV, etc.), it is very easy to transfer these files into one of your libraries. Just highlight the library into which you want to place the new file, and then click on the Add New Media File (at the bottom of the screen).

This opens a standard Windows browsing window (with filters for all supported file types). Just navigate to the workstation, drive, and folder where your digital files are stored, highlight the file, and click Open in the browser window. The file will be immediately imported, and a small pop-up window will appear to visually show you the progress of the file transfer.

Once a new file has been imported, you can modify the file name by first highlighting the file in the media file box, and then overwriting the existing name with a new name of your choice. You can also disable file sharing (see icon in previous image) if you so choose. Click on the check mark (just below Creation Date) to save your edits.

Click on the check mark at the bottom of the screen when you are ready to exit the Documents window.

## Programs

To access the Programs window, (shown below), just click on the Programs tab.


It is important to envision how your program portfolio is going to grow after you have been using the Symposium system over a long period of time. So, when first starting out, it is best to create several new libraries for different types of programs. You can index libraries by subject, by grade level, by topic, etc.

Note that you can have multiple instances of the same program each having a unique name and a unique associated file (Parameter). In the above example, one program entry is for Internet Explorer, while the highlighted entry (Robotel Web Site) is also for Internet Explorer, but when this program launches it will automatically open the specified Robotel web site.

### Importing New Programs into the Program Library

To include a new program (or an instance of an existing program) in the library, first select the library location in the program list box, and then click on the Add New Program icon at the bottom of the screen.

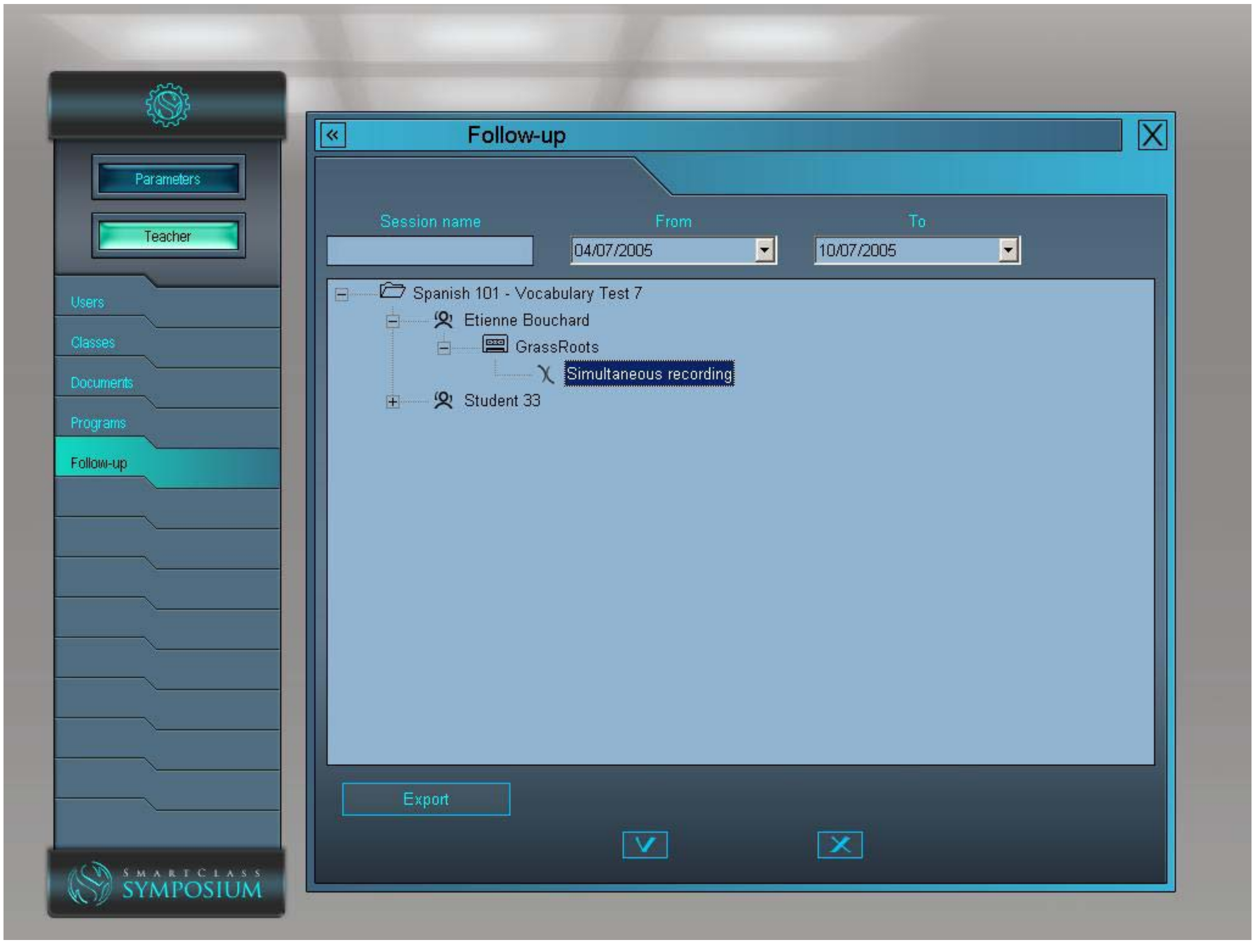
This opens a standard Windows browsing window. Just navigate to the workstation, drive, and folder where your program is stored, highlight the program (typically an EXE file), and click Open in the browser window. The program will be immediately imported into the program library.

Once a program has been imported, you can modify the program name by first highlighting the program in the media file box, and then overwriting the existing name with a new name of your choice. You are also able to set the program type and parameters values at the same time. Click on the check mark (just below Creation Date) to save your edits.

Click on the check mark at the bottom of the screen when you are ready to exit the Programs window.

## Follow-Up

To access the Follow-up page, (shown below), just click on the Follow-up tab.




The Follow-up tab provides access to student responses (both oral and text) that were saved from different media activities within a particular session. (See the chapter titled *Establishing a Session* for more information about sessions.)

At the top of this page are three search fields that can be used to locate a particular session. If you cannot remember the name of the session, just use the *From* and *To* date fields to identify a list of all sessions within the date range of interest.

In the list box, a list of sessions meeting the search criteria will appear. In the above example, there is a single session titled *Spanish 101 – Vocabulary Test 7*. Within each session, the first tier folders identify the students, the second tier folders identify the media document, and the third tier of folders identifies the media activities.

**Local Follow-Up**

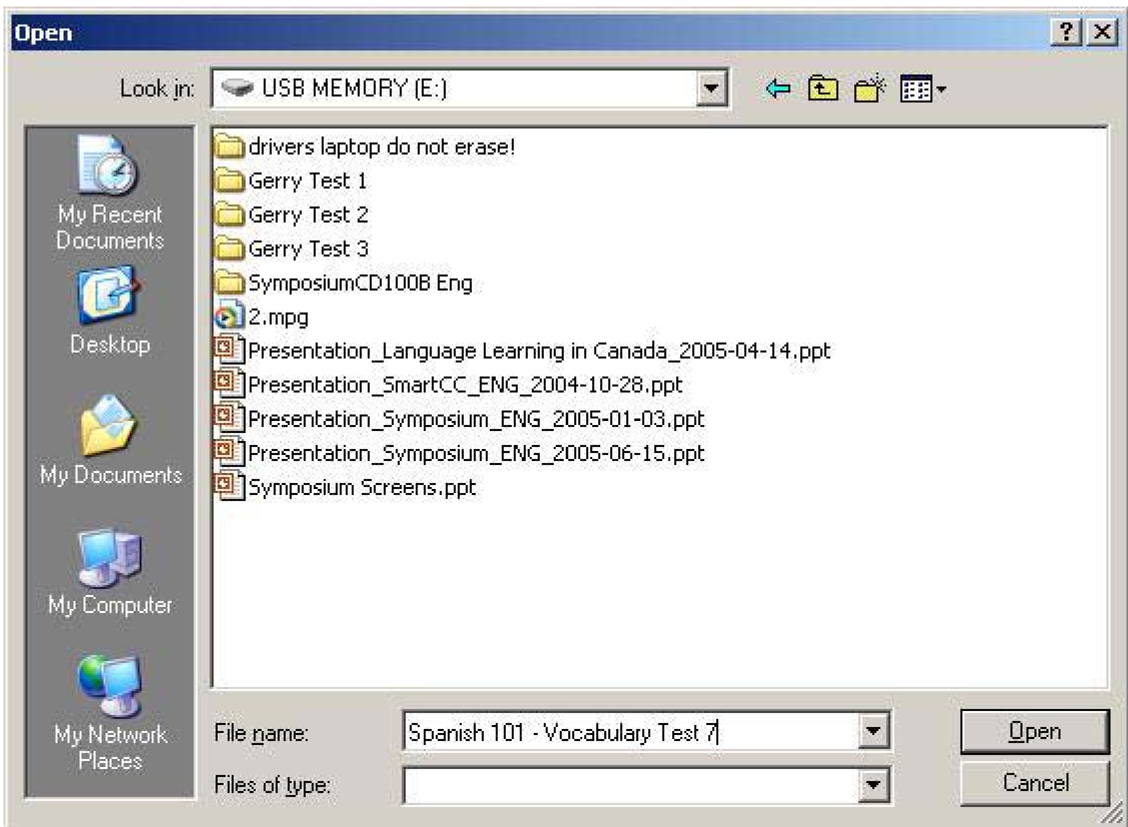

When evaluation of student responses is to be done from the teacher's workstation, it is only necessary to double-click on a response folder to trigger the follow-up. This launches a playback-only version of the Virtual Recorder on the teacher's screen. A pop-up window (shown at right) must first be acknowledged, and the student response can then be played (oral response) and/or viewed (text response) as shown below.

### Remote Follow-Up

If evaluation of student responses is to be performed on a remote computer, then the session(s) should first be selected in the list panel, and then the user should click on the *Export* button. It is important that only the desired session be displayed in the list panel, as the Export function will export the entire contents of this panel. Use the date and name fields at the top of this page to exclude extraneous sessions.

When the Export button is accessed, a browser window appears, allowing the teacher to navigate to any available network-based folder.

In the export example shown below, the teacher is copying the session data to a removable USB drive.




The remote computer requires no special software, as the audio response files (WAV or MP3) can be played with any media player (such as Microsoft's Windows Media Player), and the text response files (RTF) can be viewed with any RTF viewer (e.g. Microsoft's Word).

# Shortcuts

The Configuration Bar will display different shortcut buttons depending on the particular mode that you have selected. These shortcuts include:

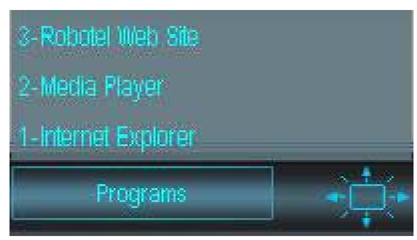
- Documents
- Programs

## Documents Short Cut

The documents shortcut will appear whenever you are in Media Activities mode. When you are selecting a media source, you can either use the buttons on the control module, or you can click on the Documents button in the Configuration Bar at the bottom of the screen. When you use this shortcut button, a pop-up list of recently accessed documents will appear (as shown at right.)


## Programs Short Cut

The programs shortcut will appear whenever you are in Network Tools mode. When you are opening a program, you can either use the buttons on the control module, or you can click on the Programs button in the Configuration Bar at the bottom of the screen. When you use this shortcut button, a pop-up list of available programs will appear (as shown at right.)



# Chapter Quiz Questions

If you can answer the following question, then you are ready for some hands-on Symposium practice. If you have trouble answering any of these questions, a brief review of this chapter's content is recommended before proceeding.

1. **One of your fellow teachers has a teaching mode called Flex available on his screen, but this mode button is missing from your screen – even though you both use the same system. How is this possible, and what can you do about it?**

2. **Do you need to contact the system administrator to have your sign-in password changed?**

3. **True of False: The Symposium control screen shows all commands in the English language?**

4. **Can a user have more than one document or program library? If so, why might he want more than one library?**

5. **Must you contact your system administrator to import digital files into the Symposium document library?**

6. **Is it possible to have multiple listings for the same program in the programs library? If so, why might you want to do this?**

7. **Is it possible to review student oral and text responses outside of the classroom? If so, how?**

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