



Development Workpackage 3: Planning Document

Establishment of a virtual collaborative learning environment to support IaH

Statement of Purpose:

Virtual International Classrooms are “rooms” dedicated to education, in which the students are not physically present but meet in e-space using virtual mobility.

The purpose of introducing these types of spaces internationally is to grant students of higher education with cross-cultural training and competency. Additionally, the virtual spaces could enable students to learn topics that are unavailable at their institutions and gain from the enriching experience of taking a course in a different country. These students are thereby given a taste of “study abroad.”

Altogether, the Virtual International Classrooms work to facilitate intercultural communication, enhancing its effectiveness in diverse environments and promoting a higher level of intercultural awareness.

Deliverables:

- Design of different models for virtual classrooms
- Equipment recommendations
- Joint WILLIAM training for faculty and administrative staff about virtual classrooms
- Virtual courses starting in Sept/Oct 2020
- Sample survey for faculty and student feedback
- Analysis of faculty and student feedback
- Dissemination of analysis to WILLIAM partners

Milestones:

- Sept. 2019 – Guidelines for running virtual course
- Site visits to learn about models of virtual classrooms:
 - April 16, Hebrew University
 - May 28, Pula



June 14, MCI

January 2020 – finalize which course and faculty will be teaching the course in partnership/relation with institution abroad.

February 2020 – Training for Israeli faculty teaching the virtual classroom

March 2020 – Syllabi of the courses for which we plan to use virtual classrooms

June 2020 - Develop surveys to assess faculty and staff satisfaction

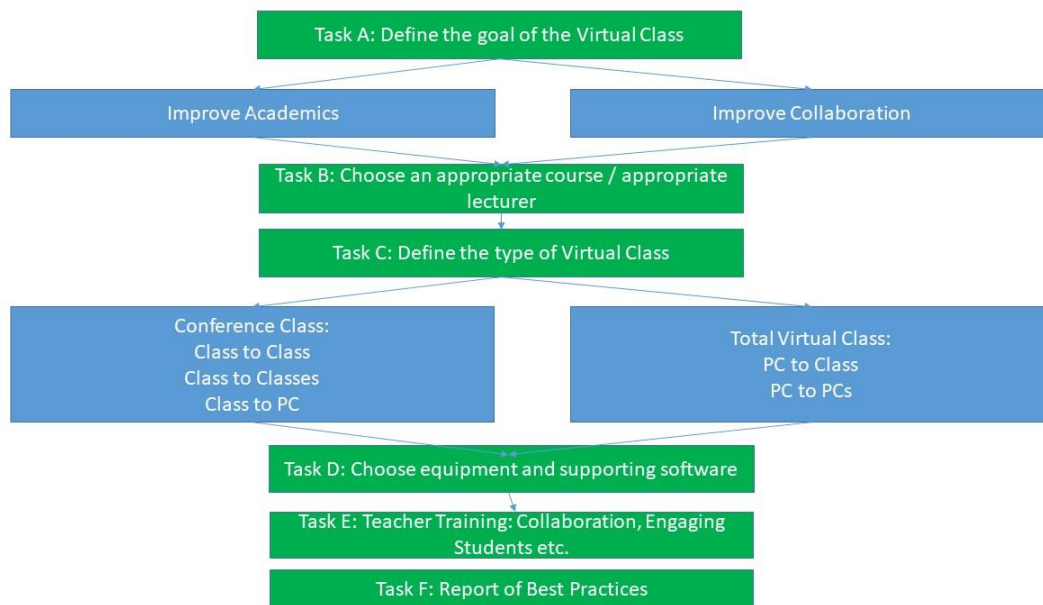
Sept./Oct. 2020 – Start the classes

Dec. 2020 – Joint WILLIAM training for faculty teaching the virtual course

(troubleshooting) January - 2021 – Analysis/evaluation of faculty and staff satisfaction

February 2021 – Report of lessons learned/best practices

Strategy:



Task A: Define the goal of the Virtual Class. Set clear, well-defined, measureable goals

Possible goals-

- a. Improve academics, such as access to expert lectures
- b. Improve collaboration with foreign students



Note: The two goals are not mutually exclusive. The institution should choose which goal is primary, as it will affect their choice of courses.

Task B: Choose an appropriate course and lecturer

Chosen courses should be relevant for global learning.

A topic might be relevant for global learning because the content is the same worldwide or because it is culture-specific, thereby helping students become global citizens by learning about other cultures.

The course content should be suitable for interactive learning, discussions, collaborative projects and assignments.

The lecturer should be someone who is enthusiastic about the possibilities of online learning, and willing to learn new skills related to online education.

Task C: Define the type of Virtual Classrooms needed to achieve the established goal. There are various types of Virtual Classrooms:

- 1) Video Conference Class – a Video Conference Class means to conduct a conference between two or more different sites by using computer networks to transmit audio and video data.
 - a) Connecting a lecturer in a classroom to a remote classroom
 - b) Connecting a lecturer in a classroom to many remote classrooms
 - c) Connecting a lecturer in a classroom to the individual student/s

- 2) Total Virtual Classroom – a Total Virtual Classroom is an online space, hosted by a cloud-service provider, where multiple participants can join a video call.
 - a) Connecting a lecturer to a remote classroom
 - b) Connecting a lecturer to the individual student/s

Task D: Choosing the appropriate conditions, software, and equipment

1) Physical classroom

- Must be in a quiet area
- Must be well lit
- Should hold 30 students
- Each classroom must have a technical teacher's assistant to handle any technical interruptions and manage questions
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Equipment in transmitting classroom:

- Podium with lecturer's computer



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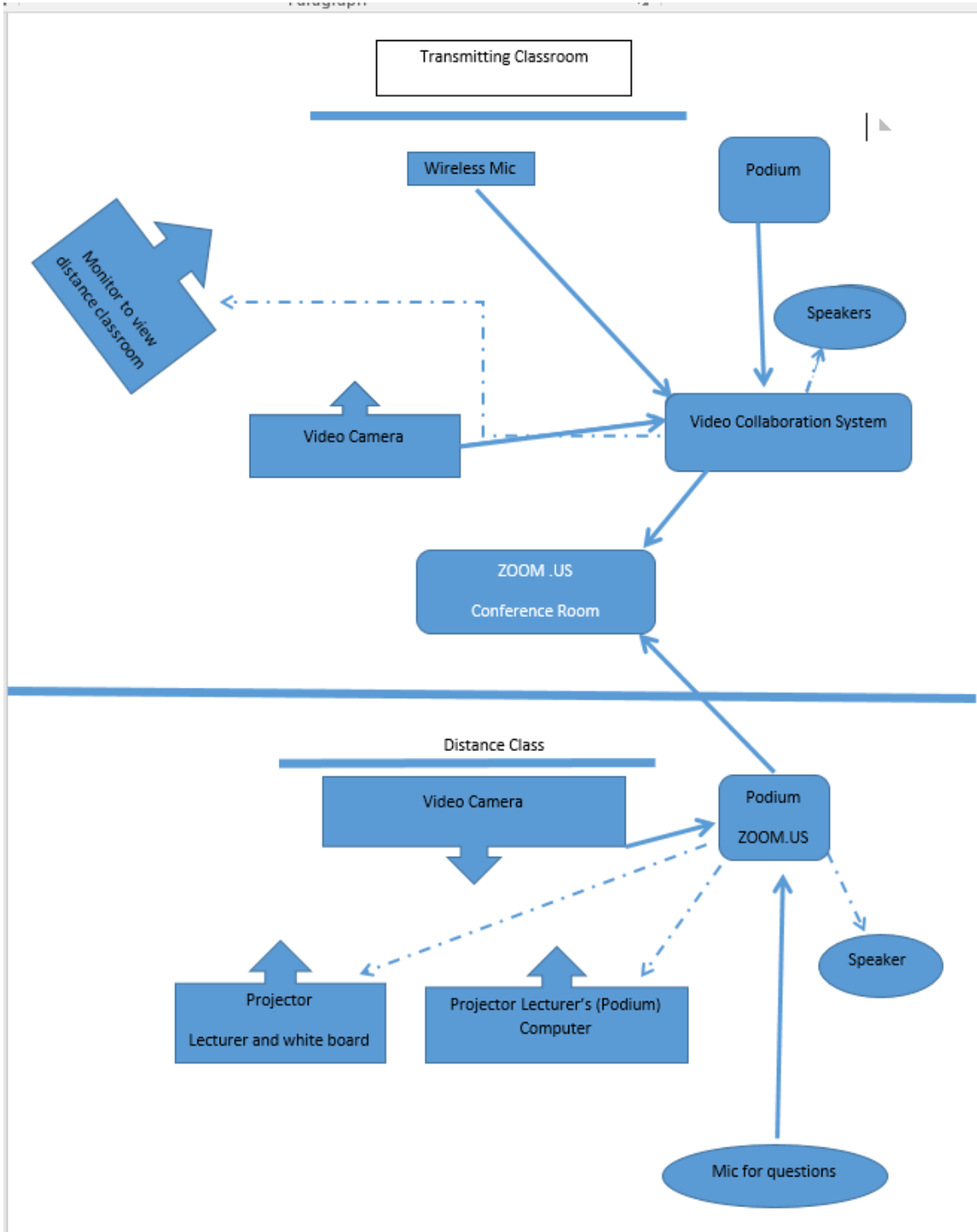
- Wireless mic for lecturer
- Video Camera
- Monitor to view distanced class
- A Video Collaboration System

The Video System will connect:

1. Lecturer video camera
2. Lecturer wireless mic
3. Podium computer for presentations
4. Monitor to see the distanced class
5. Speakers to hear the distanced class

Equipment in distanced class:

1. 2 projectors – one projecting the lecturer and the other projecting his computer
2. Speakers
3. A question area with a microphone
4. A video camera for the lecturer to see the distanced class



Cisco is a leader in the video field. Below is a price list that you use as a basis for discussions with your vendor.

שם	תיאור	כמות	מחיר יח'	סה"כ
מערכת וידאו	Cisco Room Kit מערכת כולל פאנל שולחני	2	\$6,500	\$13,000
שירות שנתי	שירות שנתי למערכת הוידאו הכולל החלפת חומרה	2	\$2,690	\$5,380
מיקרופון תקרתי	מיקרופון תקרתי מבית Cisco דגם Cisco Ceiling Microphone Gen 2	2	\$950	\$1,900
מקרן	מקרן מולטימדיה מבית Epson בעוצמת הארה של ANSI 5000 כולל מסך הקרנה עם יכולת מובנית ל Relay / trigger	2	\$2,650	\$5,300
מסך TV	מסך TV מקצועי בגודל 75" מבית סוני BRAVIA 4K HDR Professional Display	2	\$2,880	\$5,760
רמקול מקצועי	רמקול מקצועי לתלייה על הקיר בחדר	4	\$450	\$1,800
רגל מקצועית	רגל מקצועית לטובת התקנת מערכת הוידאו	2	\$1,500	\$3,000
פנל חיבורים	פנל התחברות למערכת מעמדת המרצה \ קיר	2	\$1,080	\$2,160
התקנה	התקנת המערכת כולל פריסת כבלים, הגדרות ראשוניות של המערכת וכבילה בהתאם	2	\$3,600	\$7,200
הגדרת המערכת ותמיכה שוטפת	לפי בנק שעות של שרותי מומחה לטובת טיפול שוטף, תמיכה, הגדרות והדרכות משתמשים	50	\$80	\$4,000
Cisco שירות WebEx	הפתרון הארגוני המוביל לשיחות וידאו מרובות משתתפים, כיתות וירטואליות או שידור חי של אירועים מקוונים. עבודה משותפת ומאובטחת ברמה הגבוהה ביותר.	1	\$22,500	\$22,500

Conference Classroom:

Our findings:

Software:

The leading collaboration solutions are Cisco's Webex, Zoom, developed by former Cisco employees, and Skype.

We have not found any significant difference between Webex and Zoom software.

CirQlive MEETS—

MEETS is an integration solution, connects your LMS with your conferencing platforms in a seamless manner.

<https://www.cirqlive.com/>

Hardware:

Cisco has a hardware solution with complete device integration.

<https://www.cisco.com/c/en/us/products/collaboration-endpoints/collaboration-room-endpoints/index.html>

EzTalks created hardware solutions for Zoom that are very similar to Cisco's solutions for Webex and less expensive

<https://www.eztalks.com/>

Total Virtual Classroom:

- a) We studied various cameras and software and have concluded that either a built-in laptop video camera or a simple Microsoft USB web camera is excellent for our needs.
Also needed is a collaboration solution such as Webex, Zoom and Skype for the virtual meeting room in the cloud.
- b) A larger solution is a video studio. Attached is a Power Point description of our various ideas.

Task E: Teacher Training

In addition to site visits (which took place during year 1), WILLIAM will have 2 trainings to teach faculty the virtual courses. One training will take place before the course, and another session will take place for troubleshooting during the course.

An online education expert should work with the lecturer to design the course in a way that ensures effective use of educational technologies to support collaborative learning both for local and remote students.

The expert should also help the lecturer create and manage the virtual learning environment (such as Moodle), which would include various media for the instructor to interact with the class, collaborative resources for students to interact with each other, and course content materials.



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Different models need to be developed for different types of classes: such as size, theory, practical training.

Both local and online students should receive orientation training in how to participate in the course.

Virtual reception hours should be extended to help overcome the physical distance.

Task F: Report of Best Practices

The report will be based on the experience of each institution/faculty that participated in the virtual classroom initiative.

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