



Quality Indicators of a Videoconference Field Trip or Program

Preparation and Scheduling

- Support resources or materials are provided to the teacher ahead of time.
- The materials provide suggested options for the teacher to do follow-up activities with the students.
- The teacher preparation materials are clear and it's easy to understand what to do before the session and what to do during the session.
- The expectations of the teacher are clearly stated.
- The materials clearly indicate what is optional to have for the session and what is necessary for the activity.
- The program is easily scheduled and the communication process is smooth and efficient.

Interaction & Presentation

- The program provides an opportunity for students to ask questions and to share their thoughts on the topic.
- The presenter asks questions of students that are more than just one word answer. The questions require thinking and reflection on the part of students. The presenter calls on specific students (or asks the teacher to call on students).
- The program includes hands-on or motion activities. The students do something besides sit and listen, such as experiments to small group work
- A limited number of sites are allowed to connect at the same time. Point-to-point sessions are preferred.
- If multi-point connections are offered, they are limited to 3-5 sites and well moderated. The moderator controls the conversation, indicates when each site may speak, and gives each site an equal amount of air time. The moderator tells the participating sites when to mute and unmute.
- Presenter is well-organized.
- The content provider has lots of resources available. There are many different things to show in the session. The program isn't narrow and limited.
- The presenter is competent in the subject area and has a sufficient amount of information to share and discuss.
- The presenter has a good rapport with kids and knows how to handle a classroom of students. The presenter can deal with a distracting audience and keep going with the presentation.
- The content is valuable, connected to the curriculum, and interestingly presented.

Visuals & Technology

- The camera inputs change often. The program isn't just a talking head, nor is it just still visuals with no person shown. The program has balance with various visuals shown.
- The presenter makes the teacher and students feel comfortable with the technology. For example, the presenter may give a quick orientation at the beginning if it's the first time the class has used videoconferencing.
- The technology doesn't get in the way of the presentation (audio, mics, video, wireless).