



Tips for a Successful Videoconference

Before the Videoconference

- Check with your technology coordinator to ensure your school has compatible videoconferencing equipment (H.323 protocol).
- At least four weeks prior** to your preferred dates, schedule your videoconference with the Center for Interactive Learning and Collaboration (CILC): <http://www.cilc.org>. Search the list of content providers for Smithsonian American Art Museum to view a list of our programs. All requests made on CILC will be routed to the museum and our staff will contact you to set up a test call.

Please note: We recommend you book early due to high demand for limited time slots.

- At least one week prior** to your program date:
 - Staff will contact you with the assigned videoconference presenter's name and e-mail. Contact the presenter to discuss your plans for integrating this topic with your curriculum. Your videoconference presenter may suggest ways to customize the content of the videoconference to your needs.
 - Complete a successful test call at the scheduled time with the American Art Museum staff. This is a good time to practice turning the equipment on and off and locating the volume and other functions of your videoconference equipment.
 - Identify a space where all your students will be able to sit comfortably within your camera's view, see a projected PowerPoint, and hear the videoconference presenter.
 - Review videoconference rules and expectations with your students. Students should speak loudly and clearly to the presenter, one at a time. It's helpful to have students raise their hands and for you to call on them before they speak.
 - Review the pre-visit material (available to download at <http://americanart.si.edu/education/video>). Encourage your students to write down questions for the videoconference presenter elicited by the pre-visit activities. Questions about the content, artwork, museum, and (within reason) the presenter are welcome!

During the Videoconference

- Make sure students are comfortably seated within view of the camera and can readily see the videoconference screen and projected PowerPoint presentation.
- Classroom-appropriate behavior is essential to a successful videoconference program. Students should listen to the presenter as well as each other and should behave respectfully.
- Encourage your students to ask and answer questions and give their opinions and ideas. Remind students to speak loudly and clearly for the presenter.
- Encourage your students to exercise the observation and interpretation skills you introduced with the pre-visit materials.



- ❑ Help the videoconference presenter maintain classroom management. Call on students to prompt them to ask and answer questions. Consider rephrasing or restating a question if you know your students have something to say but are shy or may not understand the question. If the presenter cannot hear students, repeat their answers for the presenter.

After the Videoconference

- ❑ Incorporate the appropriate videoconference post-lesson into your classroom curriculum (available to download at <http://americanart.si.edu/education/video>).
- ❑ Contact the videoconference presenter with any follow-up questions from your students.
- ❑ Contact American Art staff (AmericanArtEducation@si.edu) with your comments and suggestions. Evaluation and program improvement are a priority and we welcome your comments.
- ❑ Follow the appropriate link to CILC below and complete a brief survey about your videoconference experience.
 - House Divided: Civil War <http://cilc.org/evaluation.aspx?pass=1Fk0rEZFFL>
 - African American Artists <http://cilc.org/evaluation.aspx?pass=fOVqSy2n49>
 - America's Signs & Symbols <http://cilc.org/evaluation.aspx?pass=9k7jQ1nSxf>
 - Contemporary Craft: Clay Works <http://cilc.org/evaluation.aspx?pass=3vEt13HB65>
 - Found Object Artwork <http://cilc.org/evaluation.aspx?pass=XfbC2Q56t1>
 - Latino Art & Culture <http://cilc.org/evaluation.aspx?pass=A7FFyT5N1m>
 - Lure of the West <http://cilc.org/evaluation.aspx?pass=YOiGw681mZ>
 - Native Americans <http://cilc.org/evaluation.aspx?pass=a9Q6PJU1v>
 - Reshaping American Life: 1930s <http://cilc.org/evaluation.aspx?pass=4ShsQ6a9ly>
 - To See Is To Think: Visual Literacy <http://cilc.org/evaluation.aspx?pass=EGBFzF5ghd>
 - Recognizing Women Artists <http://cilc.org/evaluation.aspx?pass=im51l84p8R>
 - Young America <http://cilc.org/evaluation.aspx?pass=Q0jE6f4rUh>