How videoconferencing enhances teaching and learning?

Asia ConneXions

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1. Dialogue Cafe
Dialogue Café is a non-profit initiative, which uses state of the art video conferencing technology to enable face-to-face conversations between diverse groups of people from around the world so that they can share experiences, learn from each other and work together to make the world a better place.
Dialogue Café network
http://www.dialoguecafe.org/network.php

From Wendy Shapiro at CWRU in Cleveland, Ohio, USA.
Clockwise from top left: transatlantic jam session; Future Smart Cities 1 – Supporting Smart Growth through Entrepreneurship; launch of Dialogue Café Rio and Lisbon; Students discussing methods and approaches for intercultural dialogue.
Dialogue Café @ SIX Spring School 2011, connecting Lisbon, Amsterdam, Rio de Janeiro, Doha, Dubai and Cairo to discuss “Designing Democracies, not just Bureaucracies: The Challenges and Opportunities of Co-creation in Government” and “The Power of People through Media: The Arab Awakening by Those Who Made it Happen”. We’re now planning a series of Cairo Workshops for Summer/Autumn 2011.
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Dialogue Café Session connecting Cleveland and Lisbon on education for children with special needs (June 2012)
Dialogue Café Session with Michael Wolff and Julia Cassim on Inclusive Design connecting Amsterdam, Lisbon, London and Cleveland (July 2012)
Dialogue Café
The Dialogue Café Network

Each Dialogue Café is managed by a local partner – we call this a host. The role of the Dialogue Café host is to create a space for innovation and creativity, drawing in a wide variety of users and facilitating a wide range of collaborations and conversations. Hosts therefore are ambassadors for their cities; with the opportunity to showcase the very best their city has to offer in the social, educational and cultural fields.

Local Partners need three things:

a) a space (>50m²) which is open, accessible and easy to get to;

b) creative, entrepreneurial people to manage the Dialogue Café - ideally 1 full time co-ordinator supported by other members of the organisation (press, publicity, programmes, etc.)

c) Networks of organisations who would be interested in taking part in and using Dialogue Café. Each Dialogue Café has a local network of partners (approx. 3-6) who are responsible for different strands of the programme and organising events and activities.
2. Simon Fraser University Centre for Dialogue
Connecting the world: It offers advanced communications technology — videoconferencing, webcasting, language interpretation, and pre- and post-production services. Note: Not related to Dialogue Café.
2. Highlights at Centre for Dialogue
Both in-person and connected via videoconferencing

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**Alumni Profile: Deb Harford, Executive Director, ACT**
Deb Harford (fall 2002) is helping governments to prepare for climate change as Executive Director... read more

**Fellow Profile: Paul Meyer on International Security**
Fellow Paul Meyer served for 35 years on the front lines of diplomacy and conflict... read more

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**Lunch Poems with Betsy Warland and Mercedes Eng, April 17**
This month's Lunch Poems on April 17 will feature Betsy Warland and Mercedes Eng. Lunch Poems at... read more

**City Conversations: Democracy: Vote it or Lose it, April 4**
Join SFU Public Square on April 4 for a City Conversation titled Democracy: Vote it or Lose it.... read more

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**Hollyhock: Communicating with Impact, April 10-11**
Mark Winston will be presenting a Hollyhock workshop titled Communicating with Impact on April... read more

**Next Generation Transportation: All-Party Forum, April 18**
Hosted by SFU Public Square, Carbon Talks, SFU's City Program, SFU Centre for Dialogue and... read more

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**media highlights**
See 2012 Blaney Award winner Karen Armstrong’s SFU-hosted public lecture: “What is Religion?”

Listen to Karen Armstrong on CBC Radio’s Studio One Book Club
3. University of New England
Future Campus, Parramatta, Sydney
UNE Asia ConneXions

UCE's Future Campus Location
Asia ConneXions VC demo in the UNE Future Campus Opening Ceremony,
19 April 2013, 211 Church St., Parramatta

4-party VC
1) Technical support by UNE main campus (VC Manager, Hans Schaefer)
2) Korea: Technical support by TechData
3) Japan, by Cisco Japan
4) UNE Future campus, IT technician, Jonathon Prosser
UNE Future Campus virtual tour!:

1. Building 1: 211 Church St. Parramatta

1) Video wall: Large video wall for use with videoconferencing. Digital signage and presentations.

2) iPads: iPads for students to use to surf web and access e-mails.

3) Student collaboration: Interactive Flat Panel Display for student collaboration.

4) Touch tables: Microsoft surface for student interaction with web.

5) 2&4 seat collaboration: Flat Panel Display for Student Collaboration and wireless laptop connectivity.

6) Gaming area.

7) Video conferencing room: 360 degree camera.
2. Building 2: 232 Church St. Parramatta

1) Video walls: 2 Video walls for digital signage and Presentations.

2) **Large video wall for use with videoconferencing.** Digital signage and Presentations.

3) Student collaboration: Interactive Flat Panel Display for student collaboration.

4) Retractable screen: Large front projection motorized screen for Presentations.

5) **Telepresencing: Immersive in-person collaboration: TX9000**
Videoconferencing facilities at UNE Future campus
Immersive in-person Telepresence at UNE Future campus: TX9000

What is needed for effective videoconferencing for teaching and learning?

Key Factors for successful videoconferencing

1) VC Technology

2) Contents

3) People to coordinate
1. Key factors: Technology, Contents, People

1) Videoconferencing equipment is **not available** at universities, or only 1 or 2 or 3 equipment is/are available in the whole of a university.

2) Academics **never had challenges** or encouragement to use videoconferencing equipment.

3) **Enthusiastic/persistent people** are the key to successful videoconferencing. However universities are equipped with high-level digital technology, without enthusiastic/persistent people, use of videoconferencing is not likely to happen effectively and successfully.

4) **Contents** need to be developed by academics for teaching and research. Academics who studied abroad will be motivated to connect with their **Alma Mater** (e.g., Professor Takezawa for Simon Fraser University in Vancouver) via videoconferencing.
2. Technical issues: Bandwidth, equipment type

1) Sufficient bandwidth is needed for multi-point videoconferencing; e.g., 4-party videoconferencing: UNE uses 6MB/s bandwidth: 
   \[ 6 \text{ MB/s} \div 4 = 1.5 \text{ MB/s for each}. \]

2) Rikkyo University uses ‘a different pipe line.’ (not Cisco system). Thus, Cisco Japan brought an EX 90 to the Rikkyo Media Centre for VC with UNE and Korea, under the promise that Rikkyo University will purchase a Cisco VC system if the VC system demonstrates high quality VC for the UNE event.
4. Asia ConneXions and NBN

UNE wants to be connected through the Asia ConneXions?
Why?
Because the Asia ConneXions program has been successful for connecting schools via videoconferencing.
Then, what is the Asia ConneXions?
And how does NBN relate to the Asia ConneXions?
4.1 What is the Asia ConneXions?

1) Australia-Asia: Korea, Japan, China, Indonesia, India

2) HD videoconferencing

3) Cultural exchange, language exchange: Japanese/English, Mandarin/English

4) NBN or NBN-equivalent infrastructure: HD video < 10MB/s. NBN – 100Mb/s up, 40MB/s down
Videoconferencing classes 1

From left, clockwise:
1. Ben Venue Public School, Korean students celebrating Korean Thanksgiving.
2. Chorim Primary School, Korea
3. Quirindi Public School, Korea.
4. Ben Venue Public School, with Cheongsol Primary School. Explaining that Australia is in the southern hemisphere.
From left, Clockwise:
1. Ben Venue student playing a cello in the Activity part of a videoconferencing class.
2. Ben Venue students playing Marimbas during videoconferencing with Cheongsol Primary.
3. Ben Venue Principal and a student talking to Cheongsol students.
4. Quirindi students asking questions to its partner school.
Videoconferencing classes 3

From left, clockwise:
1. Ben Venue students introducing themselves for building e-friendship to Cheongsol.
2. Ben Venue students singing ‘Waltzing Matilda’.
3. Daechung Middle school (Mr Ahn) videoconferencing with Temora High School.
4. Temora High School (Gill Bronwyn) practicing Korean language skills with Daechung.
4.2 Why Asia?

1) Australia in the Asian Century White Paper:
   - Economically – Import/Export; Korea, Japan, China
   - Politically – Australia = Asia; Asian neighboring countries
   - Developing an Asia-capable workforce in Australia.

2) Education: Korea, Japan, HK – top ranks in international tests (PISA, TIMMS).

3) Australian National Curriculum requires teaching about Asia; every student engaging with Asia.

Q: Develop an Australia-capable workforce in Asia?
4.3 Reinforcing videoconferencing with e-penpals and school exchange visits

**e-Penpals:**
1) Individual students are paired one-to-one;
2) Email/ Skype exchange
3) Write Christmas cards to their e-penpals in mid-October
4) Send Christmas gifts with cultural artefacts.
5) Christmas Party at the end of the year

**School exchange visits**
1) Korean schools visit in August, so Cyber-Real-Cyber experience.
2) Sister school relationships
3) MoU signing
4) Homestay
5) School performance
Exchange of cultural artefacts: From Cheongsol to Qurindi 1, June 2011

Wow!
Cultural artefacts: Quirindi 2
Exchange of cultural artefacts: From Ben Venue to Cheongsol Primary 1. June 2011
Cultural artefacts: Cheongsol 2
School exchange visits: Sister School relationships, MoU signing

[Memorandum of Understanding between JukSeong Elementary School & Glen Innes West Infants School]

[Text content]

[Signature]

[Text content]

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4.4 Publicity: Australian Prime Minister visit to AKC class
26 March 2012, Famous People in Australia and Korea

O’Connor Catholic College
Fiona Wood, The Wiggles

Gyeseong Girls High School
UN Ban Ki-Moon, Ji-Sung Park

Questions to Australian PM: What is it like to be a Prime Minister?
NBN Launch in Canberra (Gungalin): Australia-Japan Language exchange
1 February 2013,

1) Hokkaido Shimbun, 2Feb2013.
2) Chitose Mimpo, 2Feb2013
Attended by Australian-Consul in Sapporo, Ian Brazier.
Ben Venue Public school
Marimba performance
Singing/teaching *Waltzing Matilda*

Chorim Primary School
Korean traditional music performance
Singing/teaching *Arirang*
4.5 National Broadband Network (NBN-EESS) grant: $558,000

Connecting Australia to a better future

- The NBN-Enabled Education and Skills Services program is brought to you by the Australian Government.
NBN or NBN-equivalent infrastructure

• NBN: 100 MB/s up, 40MBp/s down.

• HD Video requires < 10MBp/s bandwidth.

• AARNET = NBN-equivalent.

• Selected NSW public schools: 100 MB/s; 16MB/s allocated for VC.

• Catholic schools: e.g., O’Connor Catholic: 10MB/s – 20MB/s → HD VC.
4.6 Mutual interest relationships with industry partners

1. Industry partners for the Asia ConneXions

1) Korea .......... TechData
2) Japan .......... Cisco Japan
3) Hong Kong ... Cisco Hong Kong
4) China .......... Cisco China

2. Collaborative relationships for mutual interest

Industry partners in Korea, Japan, HK, and China sell VC equipments, and the Asia ConneXions provide contents.
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