



Course Leader Handbook

Revised November 2011

Course Offerings Committee

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Revision History

Last Updated:	By:	Purpose:
4/25/17	Mary Bistrovich	Added Conflict of Interest policy and page numbering/footer. Modified cover page to match Osher Handbook cover.
1/10/17	Mary Bistrovich	Added COC changes regarding controversial courses: leaving time for ample discussion and stating in a proposal if your topic is controversial.

Introduction

This handbook is intended for those considering leading a course at Osher at RIT and for those already engaged in planning or leading a course. Courses are the center of our organization and we welcome your involvement.

Here you will find the information necessary to help make your course a success. This handbook addresses practical and procedural matters in detail, explores the differing course formats to consider, and offers suggestions for effective class leadership. Course Offering Committee members stand ready to work individually with any member on planning a course or writing a course proposal.

Purpose of Osher Lifelong Learning Institute at RIT

As stated in the bylaws, Osher's purpose is "to provide opportunities for intellectual and cultural interaction for people who are fifty years of age or older. Its primary focus shall be academically oriented courses and programs organized and led by the members." Our primary focus, therefore, is on the communication and discussion of ideas.

We are a group with a wide range of views: socially, politically and educationally. As course leaders, we model the behavior we expect from participants: respect for all ideas. We support people who take a risk and speak out. Members come with a wealth of experience and information to share, along with a desire to explore new areas. Course leaders find that their fellow members have a great deal to contribute to each class session. In fact, members often find it even more interesting to lead a course than to take one!

Leading a Course at Osher Lifelong Learning Institute

Courses are led by Osher Lifelong Learning Institute members. Course leaders may also develop courses using other members, or non-members as invited guest speakers. All course leaders must have a Regular Osher membership, but no formal teaching experience is required.

Course Proposals

For members interested in leading a course, the first step is to submit a course proposal to the Course Offerings Committee. Proposals are due well in advance of the following term to allow enough lead-time to review proposals and prepare a new course catalog. It is important that proposals be submitted by the due date. The due date for proposals each term is announced in daily class announcements and in the monthly newsletter.

When preparing a proposal, thought should be given to the amount of course material planned and whether the topic is best suited to a half term or a full term course. Course leaders have found that writing a brief outline of topics they hope to cover gives them some insight into planning for the appropriate number of sessions. It is important to consider what type of class format is preferable - lecture/discussion, peer group seminar

or small group discussion. Fill out all requested information on the course proposal form including equipment needed.

Course proposal forms are available by request from the Staff Assistant, by download from the Osher website at www.Osher.RIT.edu, or in hard copy in the reception area. Proposals submitted electronically are strongly preferred as this greatly facilitates review of course information and the transition to the catalog format.

New members are encouraged to enjoy a term of taking courses before submitting a proposal to lead a course. This experience will enhance familiarity with the various class formats, available equipment and member expectations.

Class Limits: Course leaders may choose to set limits on class sizes for a variety of reasons including classroom space, equipment limitations and class format. When setting limits is necessary, course leaders are encouraged to take into account the natural attrition in attendance that takes place as a course proceeds.

Course Scheduling and Room Assignments: It is imperative that all course leaders indicate three time intervals in which their course can be scheduled. As Osher has grown and we have an increasing number of course offerings, course scheduling has become quite a challenge. Scheduling and room assignments are made based on the number of people who register for the course as well as on the class format. In addition, half term courses are now being scheduled opposite another half term course whenever possible to constitute full term use of one classroom. If possible, staff also tries to schedule a variety of disciplines in any one time slot. Flexibility in preferences is essential.

Course and Class Cancellations:

A Course may be cancelled by the course leader for the following reasons:

- Low registration in the course. In this case, the course leader must hold the first class of the term before canceling. Course leaders should keep in mind that some classes work best with small enrollment. In addition, registration continues throughout the first week of the term and class size may increase.
- Unexpected personal reasons. In this case, staff should be informed immediately. The course will be rescheduled in a subsequent term if possible

A Class may be cancelled by the course leader for the following reason:

- Illness, family emergency or other unexpected personal reason. In this case, staff should be informed immediately and class participants will be notified. The course leader may be able to schedule a make up class during the break period if desired. This arrangement must be approved by the Program Director. Please keep in mind that many Osher members plan their personal activities and trips around the Osher schedule and may not be available after the scheduled term ends.

For a planned absence during the term such as travel or a known personal conflict, course leaders should provide for the class to be held as scheduled by arranging for a substitute course leader from the membership, inviting a guest lecturer, or obtaining a film or taped lecture that could be monitored by a substitute leader. Canceling the class is a last resort. Course leaders are asked to limit such absences to one class.

Class Formats

A variety of class formats have been successfully used including the following:

Lecture / Discussion: This format is useful if a large number of registrants are anticipated and the course leader wishes to formally present a robust amount of material. It is expected that even in a lecture format, the course leader will encourage and leave time for questions and comments from participants.

Variations on the Lecture Format

Lecture with Guest –Live or DVD: Oral presentation by course leader augmented by guest lecturer. Course leader responsible for coordination of material presented. This is an effective way to present material less familiar to course leader. Good for large classes. Should include time for discussion.

Augmented Lecture: Basic lecture by course leader is enhanced or supplemented with discussion, guest speakers, electronic presentation (eg educational videos, YouTube, PBS Series), music, field trips or demonstrations.

DVD or Movie Based Course: Course information is delivered electronically. Course leader selects course materials, contributes information and facilitates delivery. Useful to present complex material or visual on which to base discussion. Must include time for discussion. Most common example would be a course where complete movies are viewed and then discussed.

Small Group Discussion: With this format, the course leader stimulates and guides an active discussion by the majority of members in the class. This format works well with groups that range in size from 5- 30.

Discussion: In this format there is no formal presentation. Class members participate in discussion of topics of interest. Course leader responsible for facilitating discussion – ensuring that it is fair and civil. Opportunity to meet with like minded members over topics of interest. Favorite courses that use this format are *Contemporary Events* and *The Athenaeum Book Club*.

Workshop: Focus on techniques and skills. Course leader provides objectives and goals and facilitates each class. Course leader may provide guidance, constructive critique or feedback. Participants learn from each other. Examples would include language and writing courses.

Peer Group Seminar: In a peer group seminar the course leader serves as the class organizer, assigning class members responsibility for presenting one section of the course.. Courses are based on material that the entire class reads. Leader does not need previous classroom experience. Participants get experience as presenters. Relaxed atmosphere encourages discussion

Multiple Leaders: Lecture and discussion by a team. Primary course leader is responsible for framing overall course topic, coordinating leaders and overseeing implementation and presentation of material. Responsibility for class presentations is shared. This format offers variety in presentation styles and approaches.

One Session Courses: This format is appropriate for members who wish to “test the waters” of leading a course, or have an interest in a topic that is not suited to a full or half term course. One-Session Courses are one-time courses of 1 to 1 & ½ hours duration. One-Session Course proposal forms are available at the One-Session Course display area in the lounge and on the Osher website. Potential topics are virtually unlimited. The objectives of One-Session Courses are 1) to broaden and enrich the range of educational opportunities available to Osher members and 2) to create an opportunity for many more Osher members to be “course” leaders and to share their knowledge and experiences.

Field Trips

Field trips or off-site observations/lectures that are part of an approved course and announced in the course catalog are considered approved elements of the program.

Course leaders who wish to add a field trip outside of the scheduled class time should consult with the Program Director before making final commitments.

Guidelines and Procedures for Course Proposal Review

The Course Offerings Committee (COC) carefully reviews each course proposal submitted each term, including those that are repeat courses. The following is a summary of guidelines and procedures, developed over the years, which help in the review of course proposals.

1. Courses should support our mission to provide opportunities for intellectual and cultural interaction with the primary focus on academically oriented courses.
2. Courses that include an element of “hands on” application should also include a substantial amount of discussion of information and ideas.
3. In general, Osher at RIT is unable to accommodate courses that require “studio” space because appropriate facilities are not available.
4. Courses that rely primarily on video or DVD presentation should also include a substantial contribution of information from the course leader as well as time for member questions and discussion.
5. The offering of psychological wellness or self-help courses is not in keeping with our mission as stated above. Such proposals will not be approved.
6. Course proposals will not be approved if they involve the sales of products or services or the appearance of a financial or other conflict of interest on the part of the potential course leader. Nor should the course involve an organization outside of Osher at RIT

with a financial or other conflict of interest.

7. COC will request additional information from a potential course leader if the course proposal is incomplete or clarification about content or format of the proposed course is needed.

8. Once a course proposal has been accepted, the course leader will receive a letter of confirmation.

9. Courses that are potentially controversial or offensive, from the standpoint of a reasonable adult, should be so identified in the course catalog and the course leader so advised.

Guidelines for Determining If Course Proposals Meet the “Academically Oriented” Requirement of the Osher Mission Statement

The Osher mission states, in regard to course offerings, that “its primary focus shall be academically oriented courses and programs organized and led by the members”. In attempting to define “academic”, the COC has found no agreed upon definition in any resources consulted. A possible adjunct to “academic” is this clarification: “the communication and discussion of ideas”.

The following guidelines will be used in making a determination that a specific proposal meets the “primary focus on academically oriented courses” requirement as specified above in *Guidelines and Procedures for Course Proposal Review*.

1. The course topic is one that could be found in a typical university
2. The course challenges the mind first and manual dexterity second
3. The course may contain an element of “how-to” but is primarily academic
4. The course is not a club activity such as poker, bridge, pool, woodworking, knitting or other courses more typically found at community centers.
5. If the course includes demonstration and/or class participation, Osher must have the appropriate facilities available at no extra charge to accommodate the activity with little or no associated danger.
6. If the course is DVD based, course leader intent to provide original content and facilitate discussion must be documented on the proposal.

Each course proposal will be evaluated individually. COC recognizes that some course proposals may require more detailed documentation than others depending on how much the proposal challenges the guidelines above and how much history COC has with the course leader.

If it is unclear whether the guidelines stated above are being met, COC must obtain

additional data to make a proper decision. COC may require a class by class outline and/or ask the course leader to meet with COC to discuss course content.

Guidelines for Selection of Courses When More Than 50 Course Proposals Have Been Submitted

Purpose

These guidelines were adopted in May 2011 and are intended to provide a basis for selecting specific course proposals when too many have been received to schedule in a single term. The 50 course threshold was set because scheduling gets very difficult when more than 50 courses have been proposed.

Proposals are first reviewed using the ***Guidelines and Procedures for Course Proposal Review*** and ***Guidelines for Determining If Course Proposals Meet the “Academically Oriented” Requirement of the Osher Mission Statement***. Proposals that meet those guidelines are then reviewed using the guidelines below.

1. Seek a balance among the 3 course categories of Humanities, Social Sciences and Science and Technology (this is viewed as the primary criteria)
2. After balancing for course categories, seek a balance in some or all of the following areas:
 - New topics and regularly repeating topics
 - New leaders and veteran leaders
 - Full term courses and ½ term courses with attention given to matching up scheduling of the ½ term courses
 - Course format (lecture, peer group seminar, DVD based, discussion etc)

In addition, as needed, attention will be given to cases where a course leader has proposed more than one course. If it is decided that only one of the courses can be accepted, COC will determine the course to be accepted based on the balancing criteria listed above. If the course leader who submitted more than one proposal is a co-leader in a course, the other leader will be considered the responsible course leader.

COC decided to test the following procedure with regard to scheduling:

The committee will approve and select 50 courses that represent a balanced program.

(It should be noted that 50 is a soft target since there are too many variables for COC to determine a fixed maximum number of courses that can be offered).

The initial 50 approved courses will be given to the Program Director for scheduling according to the current procedure. The committee will also approve and select up to an additional 10 courses. On a space available basis, these courses will be added to the schedule if the course leader agrees to the day and time offered.

Suggestions for Classroom Leadership

During the First Class:

Introductions help to make everyone feel a part of things. If the class is not too big, this is an important way to begin. It is helpful for the course leader to be the first to introduce him or herself and say a bit about what led to the offering of the course.

Clarify plans and expectations for the course with energy and enthusiasm.

Include some aspect of the real content of the course. Be wary of starting with lengthy background material that absorbs much of the first meeting but doesn't illustrate what a typical class will be like.

Ask participants to make sure their name tags are visible. Try to address each person by name as they contribute to the discussion or ask a question. This recognition helps members feel welcomed and helps all members to get to know each other.

Leave **ample** time for questions and discussion.

Leading an Effective Discussion:

A class meeting needs a goal if it is to be clearly organized. At the beginning of each class period, discuss the plan for the class and when questions and discussion will be appropriate. Leave ample time for questions and discussion

Use open-ended questions (those with many possible responses, not just one right answer.)

Recognize everyone who wishes to speak, rather than letting a few dominate. It is important to retain control of the discussion. Here are two ideas to try:

1. make a list of names as hands are raised and call on people in order
2. if a few are dominating the discussion say "Now we would like to hear from those who have not yet spoken"

When useful, divide a large class into small discussion groups for a short while and let them report back.

During discussion, it can be appropriate for the course leader to state his/her own biases or point of view, since these may be obvious, while still being careful to encourage differing viewpoints.

Encourage those who want an active role; they may wish to research a topic and report back. Many will probably have relevant information to share.

The course leader's role is to engage the class so they are involved, not to overwhelm them with data.

Keep discussion focused; be alert to moving the topic when one is exhausted or is not working well. Course leaders might say, “Let’s move on now to the next topic which is...”

“How are we doing? Do you have suggestions for how we might operate differently? Consider raising these questions early in the term.

Insist that all views be respected. Disagreement is great but rudeness should not be tolerated.

If discussion gets scattered or unproductive, collect and focus attention. Ask the group to help sum up what the main points are so far.

The class is working well if:

The class and leader are enthusiastic, and the room is comfortable.

The AV equipment is handled smoothly. It is often helpful to assign a class member to operate the AV equipment so the class lecture and discussion are not interrupted.

The course leader keeps questions, discussion and course material focused and in balance.

Small adjustments in the curriculum are made throughout the course according to the students’ needs, understanding, and interest.

The course leader trusts the silence. The class needs to see that the leader can stop talking and make room for their ideas. They may need time to formulate them.

The leader and members are engaged in joint exploration, with class members contributing to the course leader’s understanding as well as the other way around.

As a final Note: Academic research on teaching effectiveness suggests that two characteristics of courses that inspire students the most are:

1. A well-organized course – one in which members are aware of the purpose of the course, what generally will be covered, and where the class is going, and
2. A classroom leader who is genuinely enthusiastic and excited about the subject matter.

Supporting Information for Course Leaders

Course Leaders Information and Mail Boxes: a mail box labeled for each course leader is located in the copy room behind the reception desk. Please check your mail box weekly for information including:

New class lists

Personal messages, notices, requested copied materials.

Weekly Participation Announcements: please read every week to the class.

Copying Policy: Staff members need 3 working days to complete any copying requests given them by course leaders. Course leaders are responsible for copying costs when the work is completed. The charge is 5 cents per side. Many course leaders ask their class members to reimburse them for copying costs.

Welcoming New Members: Please make every effort to reach out to new members in your class (green, red, or blue dots) and help them feel welcome at Osher.

Emergency Class Cancellations: Weather or other emergency closings will be announced on Radio stations: WXXI (1370 AM & 91.5FM); WHAM (1180 AM); WVOR (100.5 FM). Television channels: 8, 9, 10 and 13.

Leader Illness: call office; staff will contact your class.

Class Member Illness: IMMEDIATELY notify Program Director or Staff Assistant who will take appropriate action.

Fire Emergency: When the fire alarm rings, all occupants must evacuate the building directly through the nearest exit. No one should go for a coat, etc. in another part of the building. Maps showing exit routes are posted near the door of each room.

Attendance: It is important for staff to know where each member is for fire and safety reasons and class cancellations. Accurate attendance information will also allow staff to place “waiting list” members into class when there is an opening.

Please take attendance the first day of class. Any member in attendance at the first class who is not registered must complete an Add/drop form and submit it to the Staff Assistant to be registered. Members who wish to drop a course also must submit a Drop form to the Staff Assistant.

Classroom Etiquette: Please vacate the classroom on time since schedules are very tight. Leave the podium and equipment in proper condition for the next class. Ask members to straighten chairs, pick up coffee cups, etc.

Mid class break: It is suggested that leaders of 2 hour classes schedule a break. Please remind members not to disturb other classes in session.

Conflict of Interest: Please note the policy below.

Conflict of interest and solicitation (Approved 1/18/17)

No activities, announcements, solicitations, or promotional materials that present (or appear to present) a conflict-of-interest are permitted.

- A conflict of interest exists whenever a member's personal, professional, commercial, or financial interests or activities outside of Osher have the possibility—whether potential, real, or perceived—of resulting in a personal gain or a family member's* gain.
- RIT is a 501(c)(3) organization, and because Osher is a department of RIT, we are bound by the same IRS rules which prohibit anyone from private benefit or inurement stemming from a 501(c)(3).
- Solicitations may include but are not limited to the sale of: food/candy, trips/tours, raffle tickets, charity sponsorships.
- Non-member speakers invited by Osher (for Pfaudler Lecture Series, Summer Seminar, annual meeting, Arts & Lectures, etc.) are exempt from this policy.

*Family members are defined as parents, siblings, spouses, in-laws, domestic partners, children, and dependents (RIT's University Policies Manual)

Members with Mobility Challenges: Osher has a number of members who face challenges in their ability to get around. There are members who use wheelchairs and scooters, some on walkers and some needing the use of a cane. As a course leader it would be helpful if you would do the following:

1. Peruse your class list so that you know before classes start whether you have a member who has difficulty moving. Staff will asterisk those names if the person's needs are known.
2. Make sure there are enough reserved seats with reserved signs on them by the classroom doors so that members have easy ingress and egress.
3. If a member uses a wheel chair or scooter, make sure a chair is removed so that there is a space for the person to use and make sure the space has a reserved sign by it.
4. If there are not enough reserved signs in a given classroom, ask staff to provide them.
5. On the first day of class, ask class members to be cognizant of reserved seats and to leave them empty for use by members who are in need of them. Occasional reminders throughout the term might be helpful.

These actions will ensure that your classroom is accessible to all members.

Feedback to Course Leaders: There is no formal evaluation of course leaders. However, many course leaders want feedback on the effectiveness of their course materials and presentations. Feedback forms are available from the Staff Assistant or course leaders may want to develop their own form. Some course leaders use a feedback form midway through their course to see if they are “on target.” This is a confidential process in which the course leader is the only one who sees the completed forms.

Staff: Our Program Director and Staff Assistant work very hard to support all that goes on at Osher. Please respect their time and their many and varied responsibilities.

AV Technology for Course Leaders

Each classroom has Audio/Video (A/V) equipment to assist, augment and enhance classroom presentations. This classroom technology is described below. Each classroom contains virtually identical AV equipment to make it easier for course leaders to use any classroom.

Hints for Effective Use of A/V Equipment:

Preparation: Become familiar with the AV equipment before the start of the term. Hands-on instruction is available at the Course Leaders Meeting held the week prior to the start of classes. Written instructions are available at each podium or equipment cabinet. In addition, the Technology Committee has trained Osher members to serve as Wizards and assist course leaders with classroom technology. Wizards can be identified by the ladybug stickers on their Osher nametags. Seek them out for immediate assistance.

Before class: Get into your classroom early whenever possible to start up and check out the AV equipment. If you encounter an equipment problem, seek out a Wizard or as a last resort, seek assistance from staff.

Microphones: Please use a microphone (either hand held or clip on) when leading a class in all classrooms. Microphones are required for the Assisted Listening systems in Rooms 1 – 4. Asking the class members “Can you hear me?” is not an effective way to determine audio levels since members who have difficulty hearing are often reluctant to speak out.

Questions and Discussion: Use roving wireless microphones for questions or comments from class members. In addition, it is helpful to repeat questions from class members to ensure that everyone hears the question.

CLASSROOM TECHNOLOGY

Ceiling Mounted LCD Video Projector: A ceiling mounted video projector is used to display video from all sources (described below). The projector is operated using a hand held remote controller, which sits atop the equipment cabinet. Instructions for using all sources are in the “Osher Audio/Video Quick Start Guide” below.

Audio Amplifier (AA) : The audio amplifier is required any time there is a need to amplify sound either from a microphone, video source or computer. Instructions for using the amplifier follow.

Video Sources:

DVD/CD/VHS PLAYER: There is a combination player for using a DVD/CD disks and VHS tape. Note it has a separate power button which must be turned on. Then insert the disk or tape. Then press the play button or use the separate remote control. (same as a DVD or VHS player at home)

Document Camera: (Often called “Presenter” or DocCam at Osher): The DocCam projects text or images from paper sheets or transparencies. Each DocCam has its own power button which must be turned on for use.

Computer: Each classroom has a laptop Windows PC. Video (along with audio) can be projected from the PC. There are also separate video and audio cables for those who prefer using their own computers. Video adapters for Macintosh computers are available from Sara Connor.

Microphones: Each room has one or more types of microphones connected to the Audio Amplifier. Choices include:

- Wired microphone
- Wireless roving microphones.
- Wireless lavalier microphone with pocket transmitter (on/off switch)

PLEASE DO NOT MOVE ANY EQUIPMENT, OR DISCONNECT ANY CABLES.

When done, please turn off all equipment (master power switch, ceiling LCD projector, wireless microphones). Please leave all cables neatly coiled, off the floor and in place for the next user.

Summaries: The following pages contain specific summaries on equipment usage in classrooms 1,2,3,4,5. Please familiarize yourself with these summaries and then seek help from one of the AV Wizards if needed. Wizards are identified by Ladybug stickers on their name tags. Please note that the equipment in all five rooms is virtually identical except in room 4. So, learn one room – learn them all.

Osher Council Policy Regarding Use of Assisted Listening Equipment in Osher Classrooms 1 – 4

Introduction:

Assisted listening equipment was installed and tested on a trial basis in classrooms 3 & 4 in 2010/2011. The trial was successful and the Osher Council approved installation of equipment in classrooms 1 & 2. There are no plans at the present time to install the assisted listening equipment in the small classroom 5. At the August 17, 2011 meeting, the Osher Council approved the following policy:

Policy Statement:

Microphones should routinely be used in classrooms 1-4 since this is essential for the functioning of assisted listening devices by Osher members with hearing impairments. Use of microphones includes use by course leaders and use of roving microphones for class member comments and Q&A. An exception to this policy may be recognized for courses with small enrollments (less than 12) with the unanimous consent of all members present.

Comments:

The assisted listening devices, receiver + headphones or portable neck loop, require the use of microphones. The audio signal delivered to the room speakers is also delivered through the FM system to the receiver and earphones/neck loops.

In addition to hearing improvements by members needing assisted listening devices, *routine* use of microphones will enhance the classroom hearing of a much larger number of Osher members who have some hearing loss, but not so much as to require use of assisted listening devices. Thus, *regular* and *consistent* use of microphones in our classes will enhance the experience and value of Osher membership for a substantial number of people.

The Osher Council recognizes that this policy will require time and training for both course leaders and the general membership. Course leaders will need to enforce this policy and encourage consistent use. The general membership must be sensitive to the goals of this policy and must learn correct techniques for using microphones.

Using Roving Microphones at Osher

Osher classrooms 1 through 4 are equipped with assisted listening systems. Members who rely on these systems to participate in classes can only hear voice and audio that is amplified through the audio systems. Because of this all Osher members are asked to use roving microphones when participating

in class discussions.

Proper use of Microphones

For your voice to be heard, the microphone must be held close to and point at the source of the sound – your mouth. Proper positioning of a hand-held microphone is illustrated in the following drawings:



Correctly Holding a mic - Lowest Angle



Correctly Holding a mic - Highest Angle

Source: <http://www.rodbest.com/Downloads/MICROPHONE%20TECHNIQUE.pdf>

Please keep the following in mind:

No matter how strong your voice is, people using the assisted listening system will not be able to hear you unless you use a microphone.

Make sure you hold the microphone close to and point it at your mouth.

Feel free to gently remind a classmate to use a microphone properly.

Osher Wizards Quick Start Guide

September 2011

Audio

Step 1 - Turn on power strip located at the bottom of the podium or equipment cabinet.

Step 2 – Choose, connect or turn-on source

- Microphones – all have on/off switches
- Computers – Connect audio cable to the headphone jack on the computer.
- DVD/VCR – always connected

Step 3 – Adjust volume(s) for your source(s)

- Use red **Volume** knobs only on Kustom amplifier

Device	Volume Controlled By
Wired Microphone	Wired
Roving Microphones	Roving
Wireless Lavalier Microphone	Lavalier
Computer & DVD/VCR Combo	PC/DVD/VCR
Raise/Lower all Volume Levels	Master



Using Rooms 3 and 4 Together: Audio from all sources in Room 3 can be shared in Room 4. Control the volume using the **Room 3 Volume** knob on the Kustom amplifier in Room 4.

Using Room 4 Separately: Turn the **Room 3 Volume** knob fully counterclockwise to eliminate audio from Room 3. Do not unplug any cables.

Video

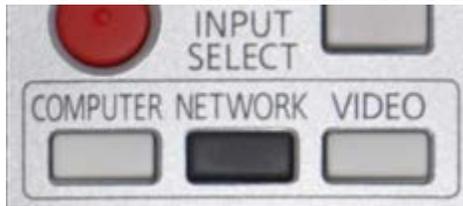
Step 1 – Turn on Projector

- Point remote control at overhead projector.
- Press the **RED** power button once.
- Wait for projector to warm up.

Step 2 – Select Video Source

Point the remote control at the overhead projector.

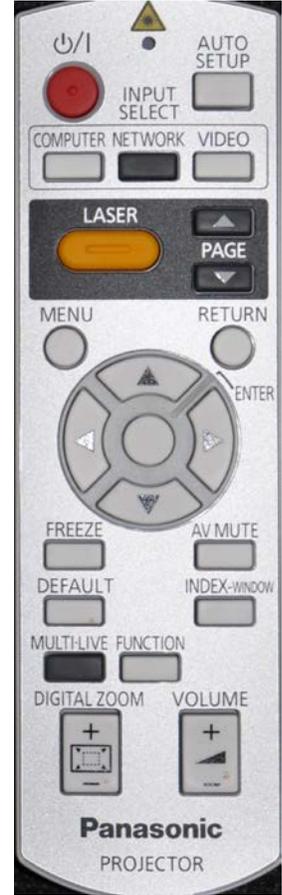
Use the **INPUT SELECT** buttons on the remote control to select the source. View and confirm selections on the screen.



The **COMPUTER** button toggles between Computer 1 and Computer 2.

The **VIDEO** button toggles between Video for the DVD/VCD player and S-Video for the Document Camera (Presenter).

<u>Source</u>	<u>Remote Control Button</u>
Osher Laptop	Computer 1
Personal Laptop	Computer 2
Document Camera (Presenter)	S-Video
DVD/VCR	Video



Turning on Osher Laptops

6. Open cover, press power switch.
7. At the prompt, hold down “Ctrl” and “Alt” keys, tap the “Delete” key and release all keys.
8. At the prompt, sign in with the User ID “user1” and password “user1”. No quotes.

Using Laptops: (Computer 1 or Computer 2 on Projector)

Make sure the video cable is connected to the laptop.

For audio, the audio cable should be plugged into the headphone jack of the PC.

Generally, the video projector will automatically display from the computer if you connect the cables, turn on the projector and turn the computer on in that order. If that doesn't work, you can usually toggle between Laptop Display, Projector and both displays on by holding the Function “fn” key down and tapping “F8” on the Osher laptops (varies by computer).

Note for Macintosh Users: Video adapters are available for you. Check out one from staff.

Using the Document Camera (Presenter)

- Turn the power switch on (Various locations on each unit).
- Wait until it warms up.
- Turn on illumination (select top or bottom).
- Use Zoom controls to zoom in and out.



Using the DVD/VCR Combination Unit

Step 1 – Turn on Power on DVD/VCR player.

Step 2 – Insert DVD or VCR tape.

Step 3 – Set unit to control DVD or VCR.

1. Point remote at DVD/VCR Combo.
2. Locate the two Select buttons at the top left of the remote control.
3. Press the DVD button to control a DVD.
4. Press the VCR button to control a VCR tape.
5. Press the Play, Pause, Stop, Fast Forward and Rewind buttons as appropriate.



Hint: Look over the remote control and locate the buttons you will need before class.

Using Rooms 3 and 4 Together: Video from all sources in Room 3 can be shared in Room 4.

- Set the Room 4 projector to the same source as in Room 3.
- Set the video switch in the Room 4 lectern to “**Rooms 3 and 4**”.

Using Room 4 Separately: Set the video switch in the Room 4 lectern to “**Room 4 Only**”.



Closing Down

- Point the projector’s remote control at the projector and press the **RED** Power button **twice**. Make sure the projector is off before you leave.
- Turn off all microphones
- Eject any DVDs or VCR tapes
- Shut down computer
- Turn off power strip

Questions, Problems, Special Needs, Suggestions?

Osher Technology Committee Co-Chairs look forward to hearing from you.

Joel Elias, 586-4137

Ed Lebowitz, 244-3691

Email both Co-Chairs at oshertech@gmail.com

Osher Course Websites

More course leaders are beginning to use course websites as adjuncts to their classroom presentations. Course websites offer a number of advantages:

- ⤴ Easy distribution of course materials
- ⤴ Provision of supplemental content
- ⤴ Links to recommended websites
- ⤴ Bibliography and references for further reading.
- ⤴ A convenient and accessible location for **class announcements**.

Creating Osher course websites is easy using **Google Sites**, web-page creation tool offered free by Google.

Use of websites for Osher courses requires that copyright law be understood and addressed. This section contains the document *Osher Copyright Guidance with Respect to Course Websites*. This document provides background on the U.S. Copyright Act and on provisions for **Fair Use** of copyrighted materials in educational settings. Also included is specific guidance for Osher course leaders with websites.

Create a Google Website for Your Course:

https://support.google.com/sites?usp=sites_home&ths=true#topic=7184580