

An Inside Look: Using Video Conferencing Technology to Provide Interpreting Accommodations  
July 13, 2007

Katherine Bruni: It's 1:58 Eastern Standard Time in the United States. We'll begin the TeleTraining in approximately 2 minutes. We want to welcome everyone from across the United States and some participants from Canada. We have about 250 participants who have registered for the TeleTraining this afternoon. So welcome, and just sit back and relax for just another couple of minutes.

Thank you for tuning in to our TeleTraining experience this afternoon. We will be starting the TeleTraining in about 1 minute.

Some final participants from throughout the United States and some in Canada are dialing in to the TeleTraining that will begin in just under a minute. We want to welcome everyone. Good afternoon to some of you, and good morning to some of you. We have some participants who have registered from Canada, and we're looking forward to working with you in this TeleTraining experience.

It is 2:00, and our TeleTraining is beginning. I want to wish you all a welcome to this TeleTraining. We have 250 participants who have signed on, from throughout the United States and some from Canada, I understand. I want to introduce myself, I'm Katherine Bruni, I will be your moderator today, and I coordinate PEPNet activities for the states of Georgia and Florida. I would also like to introduce my colleague, Cindy Camp who will be my co-moderator today, and Cindy will be receiving your instant messages and e-mails with questions, live questions for our panelists. We will be breaking into our TeleTraining experience with the panelists 3 times during this next 90 minute TeleTraining to receive your questions live, and Cindy will be helping us with that.

We have some "housekeeping" details to take care of. So those of you who pre-registered for RID and BEI CEUs, please pick up your pens or pencils and get ready to take down some information, most importantly, your verification code. So RID, BEI CEUs people who pre-registered as well as those who pre-registered for a certificate of participation, please get ready for your first verification code. And that verification code is the word: VIDEO. V as in victor, I, D as in dog, E, O. Video. The word "video" is the first verification code for RID and BEI CEU recipients who pre-registered and also for people who pre-registered to get a certificate of participation. You will receive a second verification code later on in today's

training. So at two minutes after two, please once again, record your first verification code, the word: Video.

We also would like to remind you that your required CEU participation verification form must be completed and returned to Jennie Bourgeois no later than July the 20th. You must have pre-registered for your CEUs and please make a note that the audio version of this TeleTraining, which will be available in the future, will not make you eligible to receive CEUs. So please get your verification form in by the 20th.

Instructions for completing your participation verification form for certificate of completion and CEUs can be found on the form. And that form should have already been delivered to you with your registration conformation e-mail.

You must also complete the evaluation survey to receive your CEUs. And we encourage everyone to complete the evaluation for this TeleTraining at some point after the TeleTraining, an e-mail will be sent to you with a link to this evaluation survey. So, for CEUs you must complete the evaluation survey, and we encourage everyone to complete that survey. You will receive it via e-mail in...Some point in time after the TeleTraining.

I'd like to remind you that a Power Point to this presentation is available to you, as well as supplemental materials, we have some articles and video clips, and they were sent to you as an attachment in your registration conformation e-mail.

Another reminder that "live" questions can be sent in during the 90 minute TeleTraining via AOL Instant Messaging and I'm about to give you your screen name for that AOL Instant Messaging. The screen name is: PEPNetSouth. P as in Paul, e-p-n-e-t-s-o-u-t-h. PEPNETSOUTH, all one word, that's the screen name.

To send an e-mail with your live questions, you send that e-mail to PEPNet.South@gmail.com and that information was also included in your registration and conformation e-mail.

A special welcome to any participants who are Deaf or Hard-of-hearing who are gaining access to this TeleTraining via the Video Relay Service Provider of their choice, or, and/or through Relay Conferencing Captioning. So welcome to you as well.

We want to get started today, and I'm anxious for you to get acquainted with the panelists.

We have a great group of panelists who are very knowledgeable and a real diverse group. And we're going to ask Chris and Nancy and Bambi and Lisa to introduce themselves. Lisa could you tell us a little bit about yourself and help the panelists-- or the participants get acquainted with you.

Lisa Caringer: Sure, well thank you for having me, Catherine. I'm really excited about the conference today. I work at Southern Illinois University in Carbondale, and I'm the Senior Interpreter and Coordinator for Students with Sensory Impairments. And about 3 years ago we got into the business of providing Video Remote Interpreting to other campuses, and also providing it to our satellite campuses.

Katherine Bruni: Well I'm glad you here with us, you're an important person in the panel from a disability service provider perspective, so thanks for joining us.

Chris, can you tell our participants a little bit about your role in video conferencing technology?

Chris McCuller: Sure, I'm Chris McCuller. I work with another panelist here, Dr. Nanci Scheetz, at Valdosta State University, Dr. Scheetz and I work on a grant that she's designed that trains interpreters via video conferencing. So we take students in from Georgia, Florida, and South Carolina and they call into our classes through video conferencing and we teach them interpreting skills. I'm the technical lead I guess you could say on the grant.

Katherine Bruni: Well, we're delighted to have you, because we want to appeal to all those technology specialist out there, and thanks so much for joining us. Dr. Sheets tell us a little bit about your role in video conferencing technology.

Dr. Nanci Scheetz: Hello, to all of you. I'm Nanci Scheetz, I'm also at Valdosta State University, and we started providing remote interpreting about five years ago using video conferencing technology. And since that time we've expanded and we will talk later in the presentation to some of other uses that we have for it. So welcome to all of you.

Katherine Bruni: Thanks Nancy for joining us. Bambi please let us know a little bit about the mid-west girl on the panel.

Bambi Riehl: Hello everyone, this is Bambi Riehl from the University of Wisconsin at Milwaukee. I work for PEPNet mid-west in the same capacity that Catherine Bruni does, but

with some of the Midwestern states. And I'm also a sign language interpreter on our staff, and we've been experimenting with video remote interpreting since about 2002. Happy to be here.

Katherine Bruni: As you can see, we have real diverse panel, and I'm really to jump into the questions. One of the questions that came with many of your registrations had to do with what was the difference between VRI and VRS. So I have been asked to do a very brief explanation just so that we're all stepping off on the same foot.

VRS -- Video Relay Services, or Video Relay Service, is access through the telephone, and it is regulated by the FCC. And people call in to the Video Relay Service Provider of their choice. Many of our participants today are doing this to gain access to this training on the telephone. Video Phones are used, interpreters are located at a particular center, and that's how the telephone is ... Access is achieved via the telephone.

VRI is not regulated by the FCC; it's not access through the telephone. VRI is simply some use of video conferencing technology to provide interpreting accommodations where the interpreter is not on-site with the people, the hearing people or the person who is deaf or Hard-of-hearing, who needs that interpreting accommodation.

So I hope that that very brief, cursory explanation will help you in your minds to get a different understanding of the difference between VRI and VRS.

In our TeleTraining today, we really attempted to share information with both those of you who don't really know anything about video conferencing technology, but also to those of you who have a, a greater base knowledge of video conferencing technology and are considering it for use in your own program.

Today's TeleTraining is really the flip-side of the same coin as the TeleTraining was that we provided in May. In May we had a TeleTraining that dealt with Video Remote Interpreting and the use of Agencies. But many of you have let us know that you would like to know more about video conferencing technology and how you can put it to use yourself.

There are really five parts to the training today. We'll be addressing questions that have to do with technology, equipment and costs. Then we'll be moving on to questions about process, procedures, policies and evaluations. And then we'll be talking about appropriate settings. We also want to discuss collaborations of the educators and technology specialists. And last

but not least, we want to touch on the creative uses of video conferencing technology.

So let's get started right away, and I want to remind you that you can access the Power Point to this TeleTraining via the address that was given to you in your registration confirmation letter. So let's talk a little bit about technology, equipment and costs. And just what is video conferencing technology, and how can it be used to provide interpreting services? Chris, can you help all of us to get on the same page of just what in the world is video conferencing technology?

Chris McCuller: Sure. I'm taking this definition straight from the website Wikipedia. And it says video conferencing is a set of interactive telecommunication technology that allow two or more locations to interact via two-way video and audio transmissions simultaneously.

Katherine Bruni: Could you read that one more time?

Chris McCuller: Alrighty. Video conferencing is a set of interactive telecommunication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously.

Katherine Bruni: And there are a lot of different pieces of equipment or technology that can be used to do that. Would...I'd like to give each of our panelists an opportunity to share information about the emerging technology and equipment that you're using currently. And I'd like for you to touch on what is successful. Which of this equipment has been successful for you all and explain a little bit about its capabilities? Bambi, would you get us started, because I know that one of the things you want to talk about is Skype. And for those people following the Power Point there is a slide about Skype in the Power Point that might be helpful for them to look at as you're explaining about it.

Bambi Riehl: Sure. At this time I'll just tell you exactly what we're using on our campus to do VRI. A simple headset, a set-top Polycom via Video camera, which includes what they call PVX software. And then if you look at the next slide in the Power Point, we started to use something very simple and free called Skype. S-k-y-p-e. You might know of it, many people use it to make intentional phone calls over the internet, that sort of thing. It's free! It's great for capturing the sound. And then at the bottom of the page I inserted a picture of something we refer to as the Skype microphone, a very small, one inch, USB microphone that can capture sound...a room full of 30 people, and that's about \$50.

I could say a lot more, but I'd like to give everybody a chance to talk about what they're using.

Katherine Bruni: Okay so that's kinda consolidates what you're using on your campus. Nanci and Chris, can you talk to us about the equipment and emerging technology that you all are using at Valdosta State University?

Chris McCuller: Sure.

Dr. Nanci Scheetz: Let me just say...Well Chris you go first then I'll add on if there's anything.

Chris McCuller: Okay, first off, we use a combination of several technologies. We use what Bambi was speaking of, the Polycom PVX software, we use that in some of our classrooms to do some assignments. It has a video MEL feature where you can record yourself.

Katherine Bruni: And could you name that again one more time for us Chris?

Chris McCuller: We use the Polycom PVX software for a couple of different features. One is for assignments. Dr. Nanci Scheetz or other professors will record audio of them speaking and have interpreting students use the via Video MEL...Video MEL feature to record themselves signing the assignment, so we use that to grade stuff. You can use the PVX , we use that for one-on-one tutoring as well, with Deaf Schools around the country. And then we also use Tandburg and Polycom Set-top Units.

Katherine Bruni: Great. Nanci, do you have anything to add about the specific technology?

Dr. Nanci Scheetz: Sure, let me add that for the interpreting that we do as well remotely, that we use now the Logitech cameras, rather than the Polycom cameras. We just found those to be a little clearer. And we use laptops for the students who are out in the classrooms.

Katherine Bruni: Lisa, what equipment are you currently using?

Lisa Caringer: Well, unlike the rest of the panelists, I'm not really up on what our equipment is. The reason why is I'm using our in-house video conferencing department to

do all my technology. I do know that we are using Polycom products, and the locations that we've worked with have use the Polycom software on a laptop with the Logitech camera. But I'm really not-- I can't name all the names for you, because I'm one of the lucky people that doesn't have to know that.

Katherine Bruni: Well that's really good information for people in Disability Services to know, that they need to collaborate with their existing technology departments and use what they already have available. That's basically what you've done.

Lisa Caringer: Exactly what I've done, and it's made it easier for me to focus on the administrative portion of running the program.

Katherine Bruni: Good. I think that's good information for everyone to know.

We also would like to know what technology and equipment have you experimented with that has not been successful. I know Nanci you made reference to that when you were talking about the equipment that you've used. Is there anything that you have used that you would not recommend, and why was it not successful? Nanci, can you just reiterate that, you mentioned it when you were talking about the equipment you are currently using.

Dr. Nanci Scheetz: Sure. One of the things was, I was saying earlier was we've just gone to a Logitech camera over the Polycoms primarily. We just feel the Logitech is a cleaner, clearer picture, and it's far less expensive than the Polycom equipment. That was one reason, but the other equipment that we have, or maybe software would be more effective to label it that we've dealt with is iVisit, which is a free download, which also will do video and audio. But we have not found the quality with iVisit to be nearly as effective of either of the PVX software.

Katherine Bruni: Bambi is there anything that you would like to add to this in terms of cautioning people of what you have not found to be successful?

Bambi Riehl: Yes, I'm glad you asked. We are still, sometimes using this Polycom via Video camera, and we, too, also will use the Logitech, just depending on the situation. But in terms of using Skype to get the sound, the reason we did that is because we didn't like the sound quality through the Polycom via Video camera. We had a little bit of trouble with it, and Skype, we downloaded -- and I'm not lying, in five minutes -- and had a beautiful connection across the country with the campus we were working with.

Katherine Bruni: Wow!

Bambi Riehl: So sometimes I think experimentation on your part is just a natural part of this process.

Katherine Bruni: Wow...and the Skype is free?

Bambi Riehl: Yes.

Katherine Bruni: Wow that's amazing! Chris, do you have anything to add, from your perspective as the technology specialist about what has not been successful?

Chris McCuller: Primarily, the things that we've been successful with is bringing in students to our classes is ... the higher the bandwidth the better on their connection. Home broadband, generally do not work well, it kinda depends on the carrier. If you're more of a serial broadband like T1, T3 or higher, those tend to help out a lot more.

Katherine Bruni: Well, what about several sites? Can video conferencing technology be used to deliver interpreting services on several different sites? Does that make any difference in the equipment that you use? Nanci, do you have...I know that have dealt with several sites, do you ever try to do this simultaneously on several different sites?

Dr. Nanci Scheetz: We have tried to do this simultaneous, like Katherine, and when you venture out that direction, you're dealing with a lot more equipment, a lot more expensive technology. It can be done, but Chris can probably even give you a better estimate of what you're running into cost wise when you look at that.

Katherine Bruni: Chris can you comment on that?

Chris McCuller: Yes, for multi-site you've gotta have at least a Tandberg or Polycom set-top unit with multi-conferencing capabilities, something like a Tandberg 880 or a Polycom VSX 4000, something along those lines, that's at a bare minimum. Those generally let you have 3 sites in the call, plus yourself. If you want to go any higher than that you can start chaining multiple units together, but each time you do that you lose an additional site on the units that are chained to it. Or you can go a super expensive route, but it works really well, and go with a dedicated multi-conferencing unit, called a MCU. Those, depending on the call rate that you go at, will let you have up to 64 calls into one site at one time.

Katherine Bruni: Bambi, do you have anything to add about that? Have you experimented with providing services at several different sites?

Bambi Riehl: We haven't actually provided services to several different sites at one time, but I guess it's a good place to mention that, sometimes I've attended online meetings with several people at several sites through software such as ePop, that's e-p-o-p, or just recently I experienced software called ooVoo, which is o-o-v-o-o. And there was actually some interpreting going on in our meetings, so you know, I guess what I'm saying is that it's all coming. ... (laughter) ... that eventually things like that could be used for multi-sites.

Katherine Bruni: Lisa, have you been involved in multi-sites?

Lisa Caringer: We actually have at our experimental stages; I guess we are still at our experimental stage, but early on. But what we had the benefit was from our transmission location to the community college we were going into, they had the higher end Polycom VSX ...yada, yada, yada's..... (laughter) ... And we, we interpreted here on our campus to a class at the main campus of the community college, and their satellite center in a rural location. And it worked! But they had the high-end stuff. It was again, dealing only with the video conferencing staff at their institution and our institution, and it was all set up already.

Katherine Bruni: What about tracking the instructor or moving in the class? Can the equipment track an instructor as he or she moves around in the room? Lisa?

Lisa Caringer: Well, if they have the higher-end stuff, as far as I know, it could. But, we haven't continued to deal with clients who were able to have those \$5000 and \$6000 Polycom units. So not really. I mean if you're really looking at providing services on a daily basis, and you're looking for portability of course, when you're following a student around a college campus -- not to my knowledge. I don't think that the camera can do that.

Katherine Bruni: Nanci, what about the equipment that you're using. How is it tracking movement in the class?

Dr. Nanci Scheetz: We have the high-end that we do use on this in, and Katherine, that I've used supervising student teachers, where with if they're in an elementary classroom or a Pre-K classroom or they move around the classroom, I can track them. As they are going from site to site. So we have done some of that. And, I've used it in the interpreting setting as

well to go between the blackboard back to the deaf student, and so forth. So it can be done, and Lisa's right, you have to have the higher-end equipment to do it, but I found it to be very effective.

Katherine Bruni: Bambi and Chris, do you have anything to add, to help people understand about the workings of, of and realities of movement in the classroom, or movement in a setting?

Chris McCuller: One note with the Tandburg and Polycom units, that you've got two options for both of those. The first is if you're using the PVX software to call into the Tandburg or Polycom unit, you can control the camera, like Dr. Scheetz was talking about where you can pan it left-right, up-down and zoom-in or out. Or they have features on the cameras themselves that you enable that allows it to track vision. So if an instructor is moving around the classroom and speaking, or if somebody is, in any conference speaking, the camera will follow them throughout the classroom.

Katherine Bruni: And Bambi do you find that to be the case as well?

Bambi Riehl: Yes, yes. I think, I'm wondering if maybe I would like to clarify something. Because I know this was a challenge for me when I first started learning about this. When Chris mentioned the Tandburg set-top, that being a more expensive unit, that generally is bigger, is that correct Chris?

Chris McCuller: Yeah, they can be relatively big. A little bit bigger than like your standard textbook, as far as footprint, and probably 6 inches tall.

Bambi Riehl: And how portable is it?

Chris McCuller: It's usually pretty portable. It usually comes in a little box, and everything. It comes with its own microphone, power cable ...etc., and you can pack it all up and move it anywhere you go, you just need a TV and network wherever you're going to be with it.

Bambi Riehl: Yeah, that's the point I wanted us to get to. Because as we all think about our campuses I think it's really important as you choose equipment to think about -- well, will I be able to get a TV over there Tuesdays and Thursdays at noon? Or do I have to look at more portable equipment that's one of the bigger decisions.

Katherine Bruni: And that's a very important practical point that I'm sure the participants really appreciate, that's the kind of questions that can make or break the use of this technology.

Chris, I know, we get a lot of questions about infrastructure. What infrastructure is needed at institutions and within bureaucracies in order to use video conferencing technology? What technology infrastructure, or network infrastructure, bandwidth, those kinds of things? What...What needs to be in place to reliably provide interpreting services, and how do we overcome some of these technological obstacles at institutions and within some of the bureaucracies that we work with? And you know, such as firewalls? Can you comment on those, that group of questions?

Chris McCuller: Yeah. The first thing and probably the most important thing that you need at your institution is a cooperative network administrator and a co-operative, if you've got them, security administrator. If you don't have somebody that you can work with, it makes it a real pain to do a lot of this stuff.

As far as network for infrastructure, your campus needs to be, most campuses are now a days, but it needs to be 100 megabits inside the campus at a minimum. And going out to the internet you need to have probably at least a 30 to 40 megabit connection to accommodate the standard traffic of the campus, like internet traffic and what not, plus the video conferencing traffic.

With firewalls, it's especially important to have whoever controls the firewall, you need to be very cooperative with them, you need to work well together. Generally, Cisco Firewalls are very easy to deal with in video conferencing...I can't even think of the firewall name. Nanci, what's the firewall that we always have problems with?

Dr. Nanci Scheetz: SonicWALL?

Chris McCuller: SonicWALL Firewall... it really depends on the software version, newer software version with the higher-end SonicWALL firewalls are general, they general have a pretty good idea of what's going on and they can work with video conferencing. But older software versions, and the smaller s SonicWALL Firewalls have a harder time video conferencing it's just kinda hit and miss, as far as what you're gonna be running into. It's also a good idea to have a standard set of ports and standard set of rules set up so when you're

making calls everyone knows what's going on, and what's gonna be going through that firewall.

Katherine Bruni: Wow...Does anybody else have anything to add to that? Nanci? Chris is talking from the perspective of Valdosta State; do you have anything to add to Chris's comments?

Dr. Nanci Scheetz: The only thing to add, is just to reiterate where he started, this collaborative relationship, where you've got a good working relationship between your security people and your network people is critical, because without that, it doesn't matter what technology is in place where. If you can't reach a consensus on what can be opened, and how you can deliver the services so. Now I think he covered that very well.

Katherine Bruni: Bambi, I'm sure you would concur with that, do you have anything to add?

Bambi Riehl: I guess, I'd just like to emphasize bandwidth, bandwidth, bandwidth. Because if you don't have it, you really can't do it. And in our early days we went down the road of trying to struggle with some institutions, wonderful places that needed interpreters, but really didn't quite have the bandwidth, and we thought we'd try it, and that was a mistake. So I would like to say to everyone, all of that blood sweat and tears, that either you can then perhaps to beg to get your campus some more bandwidth, or the campus on the other end some more. But within it, it's really difficult to do remote service.

Katherine Bruni: I know Lisa, you're going to be talking about the collaboration on your campus, when we get to the questions in that group of questions about collaborations. But do you have anything to add, since obviously you have successfully collaborate with your technology department?

Lisa Caringer: Yeah, I would just like to reiterate what Nanci said. I mean, it's, the technology is really only as good as the people you're working with. It doesn't work unless you've got people who want to let you provide it.

Katherine Bruni: You know we've already sort of intimated some of the difficulties, but I'd like to give you an opportunity to address the difficulties that we might anticipate when we're using video conferencing technology, specifically to provide interpreting services. And can you comment on troubleshooting issues, and share some troubleshooting tips that you might

have experimented with. Nanci, why don't we begin again with you, and Chris can join in?

Dr. Nanci Scheetz: Okay, one of the difficulties that we've noticed here, is related to traffic on the network. If there is a very high use of traffic on the network this can affect our video conferencing. A second issue that can affect it, that can create problems for us, is the weather, when we have severe thunderstorms, where we are in South Georgia in a rural location, the weather combined with traffic on the internet can provide problems for us. As well as the technology that is on the end-site for where we deliver, whether it be a school or a home provider. Chris, what do you want to add to that?

Chris McCuller: You basically hit the high points. The other part is that, again, the biggest difficulty you're gonna have is finding some to cooperate with and work with you on the other end. And once you get to that point, you find somebody you can work with dealing on the firewall issues. The biggest technical thing is getting through the firewall, opening up the correct ports, making sure everybody's communicating on the same ports.

Katherine Bruni: Bambi and Lisa, do you have any troubleshooting tips that you would like to share with us?

Bambi Riehl: I've one situation that I'd like to share, when we did begin to provide some service to a campus that had some bandwidth issues, we found a way around it. Their helpful IT staff was willing to prioritize a certain amount of bandwidth for us, specific times, Tuesdays and Thursdays at noon, in a specific room at that specific port, so that if other people like the accounting department, was opening up some huge piece of software, they were so-to-speak, second in line for bandwidth. And they prioritized it for us. It was really wonderful.

Katherine Bruni: Oh, that's a great idea! Lisa are you aware of any troubleshooting tips that either you from your office or your technology people have experimented with.

Lisa Caringer: That's a really good point that Bambi makes, and when you start talking about certain times where they'll open things to you that really appeals to information technology specialists. Because they want to know that they're not just opening it up in general, and it's always going to be needed. If you can get that communicated to them at the outset, that really helps them cope with the idea of letting down their firewall for a certain period of time. And the other thing, I'm sure Chris and Nanci know about, is that at least on

the Polycom software it can be monitored remotely, so when I'm in a call, my video conferencing department that I've collaborated with is watching the call, so they know, at least watching the numbers on the call, they know when the call is not going well, and if it's gone down they know what the problem was. So their constantly analyzing what the issue is, if there is any.

Katherine Bruni: Wow, that's a good point too. That's a good troubleshooting tip.

Well, we're just about ready for some questions. For those of you out in Audience Land, and I've got some good news for you though, because I'm sure it's occurred to you, gee, am I gonna get my question answered if it's not read "live"? Well, we are going to give the panelists an opportunity to answer all of your questions, not today, during the 90 minute TeleTraining, but we will be giving the panelists an opportunity to write the answers of every question that comes in, there will be some duplicates of course, so we're going to group the questions, panelists will answer them and they'll be archived in the future, we will take that document and make a document out of it, and archive it along with the transcript of today's TeleTraining, the audio file, the Power Point, and the supplemental materials that you'll be hearing about in a few minutes. However, please be patient! This is going to take PEPNetSouth weeks to do. We're just not beginning to wrap up that process for the TeleTraining that took place in May. So please be patient, but your questions will be answered. We are committed to that.

So on that note, I'd like to welcome Cindy Camp, and Cindy is going to give us a live question for our panelists. Cindy, what do you have for us?

Cindy Camp: Thank you Katherine, and I'm glad you made that statement because we have had quite a few questions come in about very specific technology issues. And I think it's gonna be a lot easier for us to focus on those in the follow up document. We've had some comments that Chris has been throwing out a lot of technical terms, that not everyone's able to keep up with, so don't worry, you will have some definitions and more in-depth detail on those later.

We also have a comment that some of our participants are calling is using Skype. And I thought that was very interesting since that's one of the technologies we're discussing, and I'm wondering on your evaluation forms, if you happen to be calling in using Skype, if you would note that so we could perhaps add that little bit of trivia information into our follow up

document as well.

And our question for the day, one of our participants wrote in and said that they had been using a Sorensen 200 video phone as a video conferencing equipment to connect with Polycom systems, but they were having problems, it didn't always connect well. So, to our panelists, if you're using different types of video conferencing equipment, what problems do you see with them interacting together?

Katherine Bruni: Chris do you have a "off-the-cuff" response to that question?

Chris McCuller: All video conferencing units are built to use the same set of standards, the standards called h.323.

Katherine Bruni: Can you repeat that? Repeat that one more time? H what?

Chris McCuller: h.323. And the basic set of functionality for video conferencing which is the video and the audio tend to work pretty well between vendors, using that standard. When you get into some of the more special features like sharing your desktop, sharing Power Points and things like that is where you start to have some problems. Units like the Sorensen 200, if I remember right, that's a little small camera that you sit on top of the TV, and you plug into the TV and into a network port. Those tend to be a little underpowered as far as the processing power goes, so those can have some issues with some Polycom or Tandberg units, it's because they're not as big and strong of a video conferencing unit as the Tandberg and Polycom units.

Katherine Bruni: Does anybody have anything to add to that question from our participants in the audience?

Lisa Caringer: I have something I would like to say, and I know that when you hear Chris talk about all these technical terms and at least from my perspective when I first got into this, my video conferencing department would start talking about all these technical terms and I didn't understand them, and once I decided that, look, this isn't my piece, I'm an interpreter, I'm a coordinator. When I let that go and quit being the person responsible for actually understanding how it works, then I was able to run the program, and gain clients and provide services at our Chicago campus and all kinds of things, that once I let it go, it seemed to flow. And that's what Chris does, and that's what my guy does, and it, it works better when you leave that to them, and not let it freak you out.

Katherine Bruni: Thanks for that perspective. I think it's a real important one.

We are going to have two more segments, where Cindy is going to bring us questions from the audience, and remember a lot of this technical information in the future will be archived for you.

Let's move on to another question having to do with technology. What do you do if it fails in the middle of service delivery? Nanci?

Dr. Nanci Scheetz: (laughter) ..., we try immediately to reconnect. This is when, I know that something's been dropped, that I get a hold of Chris immediately and say, "We have a dropped call; we need to get the person back." We have built, when we first started doing our remote interpreting, we started ours on our very own college campus, so in the event when we were testing it that it would fail, I as an interpreter could go to the classroom rather than being remotely and finish the assignment. Today, as we branched out, and I'm not in all the remote sites, because we did ours on campus originally, we have to really on back-up in the form of someone taking notes, or you know, being a note taker, because we don't have an interpreter there. But the first thing we do, when these a dropped call is get our IT people to try to get us of course back on the call immediately, and if not, I think whenever you start doing this type of service you have to outline what your alternatives are, then if it fails because it's not perfect, and the technology is not 100%, so you have to account for that.

Katherine Bruni: Does anybody else have anything to add about what happens when technology fails in the middle of service delivery?

Bambi Riehl: This is Bambi, I'd like to add something. I really like how, you know, direct and honest you were about it Nanci, because this is not a panacea for the future, you know. It's a part of our future, but it's not, it's certainly not perfect.

One other way to resolve things that I have heard is to perhaps video record the class, which could then later be interpreted, which certainly that's not very cost effective, and there's more bodies involved, but I think it's sort of a natural part of this emerging technology that we need a few band aids. But I will certainly agree, this is still a problem. What to do when technology fails?

Katherine Bruni: Does anybody have anything to add about this? Or we've pretty much

covered that topic, I know it's a big one.

Then let's move on to the cost of this technology. And whether the financial implications for institutions and systems, cost is a big concern for everyone. Lisa, what about the costs at your institution?

Lisa Caringer: Um, well...I used existing equipment on my end, so I haven't gotten into costs. I did purchase an extra camera because we had more than one client. But I did that at the end of the year with some contingency funds, and the cameras paid for itself. There haven't been any implications in terms of our cost, it's only been a benefit for us, but that's because I used my existing video conferencing department and they were more than willing to bring their equipment over to our office and set it up.

Katherine Bruni: Nanci and Chris. What about the cost of this technology for you all?

Dr. Nanci Scheetz: Let me just start, and I'm going to have Chris add, with our point-to-point, and folks when I'm talking point-to-point, this is using an interpreter at one site and student or students at the other site, with one site involved, point-to-point. We have not had to purchase any more technology because Valdosta State already had a number of the cameras. We have had to get additional licenses for the PVX software, when we have expanded though to bring in multi-sites, that's where the costs of your technology will go up. So if you're primary focus, let me just stress this is just point-to-point, Chris can give you a pretty good idea of what that will cost compared to multi-site.

Katherine Bruni: Chris can you give us any kind of a ballpark dollar figure?

Chris McCuller: Yes. Depending on what you want to do, point-to-point as Nanci was just talking about, you can use the Polycom PVX software and the Logitech camera. The Logitech camera usually runs 50 to 75 dollars depending on where you buy it from. The PVX software is \$125 a license, and sometimes you can get deals on larger licenses, for like a campus license. You also have to have a decent PC to run that software on. Generally we run our stuff on 3 gigahertz computers, their processor runs at 3 gigahertz with about 512 megabytes of RAM. Those are the two biggest things with the computer; everything else is kind of secondary. If you go more to the set-top boxes those can range anywhere from the small Tandberg units can be \$1000 a piece for their small unit that's got a camera and a display integrated to it. To the set-top unit, the Tandberg 880, can be anywhere from

10-12,000 dollars, depending on what features you have on it, and how long your service contract is. The same goes for the Polycom units.

The MCUs that get, that can handle up to 64 people into a call, can be upwards of 40 and 50 thousand dollars, because of the technology that's involved. And no matter what you get, you've always got to consider support costs, support contract software upgrades and the like, because that's always gonna come into play at some point.

Katherine Bruni: And that's a really good segue into our next question that I'd really like for Bambi to address, about how institutions really determine how they're going to begin using this video remote interpreting technology. And can a campus, Bambi, be both a provider and a purchaser of remote services and can you explain even what that question means?

Bambi Riehl: I think yes, that a campus can be both a provider and purchaser of remote services. I think that often what happens is a campus has a shortage of interpreters and they quickly think maybe could we be, you know purchasing some video remote interpreting. But at the same time, they could also be considering if they have that equipment, that they could also then become a provider, if they have some excess capacity on their interpreting staff. So I think that's one of the biggest questions, I'm sure everyone out in our audience is in their mind; they're thinking one or the other. They're either going to get into the business of providing or they might purchase the service. I think the biggest two questions you ask as you begin, is do you have the bandwidth on your campus? Available and relatively constant? And do you have IT support? I will quickly say that I did not necessarily have the IT support, our program was excited about doing this, our program manager was, and we simply didn't have the money to buy a lot of technical support, so we just dove in. and some days it wasn't pretty, but it was doable. But I would not necessarily suggest it as the way to go.

Katherine Bruni: Well, that's a good honest answer.

We are very much aware that a lot of the technical terms and numbers for this equipment was going to be hard in a TeleTraining for you to keep in your mind. So on the Power Point there is a slide that refers you to a white paper that Chris McCuller, McCuller developed. And we would encourage you to access that white paper. It will also be available on one of our websites.

In addition to that, Nanci Scheetz has written an article providing services and training for interpreting interns, and there is there is a link to that article that will be very beneficial to, act as a supplement to this training.

And Bambi has also written an article for the RID Views, entitled "Beyond VRS, Video Interpreting in Post-Secondary Environments." So, we realize that a lot of the information was going to, come out of our mouths, or the panelist's mouths and be difficult for you to...to keep between your ears, so the supplemental materials I think will be very helpful to you and will help you kind of retain a lot of information that was touched on in the TeleTraining.

The next set of questions has to do with process, procedures, policies and evaluations. So, how do you begin to provide interpreting services via video conferencing? What exactly do you need, for instance, on a campus to provide interpreting services via video conferencing technology? A lot of this information we've already touched on but we want to summarize it too, so that you have a clear picture of how you begin.

We'd like the panelists to explain the process or the routine of setting up interpreting services with video conferencing technology. Who's responsible for what on a daily basis? And what is the interpreter do? What's the student responsible for? How do we decide which policies should be followed? Nanci, can you comment on that group of questions?

Dr. Nanci Scheetz: Sure. When we first started doing interpreting using video conferencing, this was actually at my request because I wanted to experiment with the equipment. So we have on our campus an access office which is the center for providing services for students with disabilities and I contacted them and said, "I would like to volunteer my time as an interpreter for one of your classes, and I would like to do it remotely." So my initial contact as an...my function at the university, is I train interpreters and I train teachers of the Deaf, I don't work for that office, but I'm also certified as an interpreter. So I called and said I would like to do a class, and this is the one I think might work. And we got the Deaf student to buy into it and say, "Yes, I will, I will use an interpreter remotely rather than in a traditional format." Then we provided the student with the equipment and the student took it from... to her class, every time it met. She was responsible for setting up the equipment in the classroom. She was responsible for dialing in to me to provide interpreting. So in the event that one day she decided not to go to class, or she was late going to class, I wasn't tied up. When she was ready for class to begin, she would dial in to me, and I would provide the interpreting.

Since that time, the remote interpreting I've done has been with either other institutions or the public schools. Where again, it's that institution's, that student's responsibility to have the equipment there. And they're always responsible for calling in here. So working with our DSS office, basically, as the coordinator, then it fell on the student to be responsible, to keep up and check out the equipment for a semester.

Katherine Bruni: Lisa, as a Disability Service Provider, what comments do you have about how do you get started, and who's responsible for what?

Lisa Caringer: Well again, I just began by contacting our video conferencing department. It took me a while to find them though, to be honestly, they were under our library services, and I went to an academic unit first, I went time IT and I just kind of experimented with who wanted to play with me, and found someone who was game, and then we just started experimenting with it, just like Nanci says. And then, you know we were always in it to provide it, because we're using it as a tool to provide enough interpreting on our campus. We have a small number of deaf students, and it ebbs and flows, but we get a local interpreter training program, so we have some ebb and flow of deaf students, but plenty of interpreters. And using it that way, it's worked for us.

And in terms of what the interpreter does, they do need a little bit of practice with the software, just knowing how to place the call. The student, at the remote location, at the other point, calls in, and we haven't found it to be a problem for any of the students when you're dealing with younger college students, it's not, it's routine for them to use software and things like that and video phones. So the student does call in when they arrive to class, but the interpreter should know how to call the student back if they need to, and to end the call, and that sort of things. I'm responsible for coordinating the services and scheduling it. The interpreter contacts the instructor at the remote location, at the other institution for materials, and exchanges e-mail addresses with the instructor so that they can get preparation materials in advance just like we do here on our campus anyways. So that's one thing to think about, if you're going to start providing it or receiving it, it's just like providing an interpreter any place else, you still have to think about prepping and having that report with your professor and those sorts of things.

Katherine Bruni: Chris, is the technology department "on-call" during all these assignments that are, where an interpreter is delivering services via video conferencing

technology?

Chris McCuller: Definitely, it's not fair, or even appropriate for the interpreter to have to try to troubleshoot when something goes wrong. You always need someone familiar with the technology, and familiar with the equipment on call in case something does happen.

Katherine Bruni: Well you know a picture is worth a thousand words. So, one of the other links off the Power Point and also that was delivered to you via e-mail, is a link to the remote interpreting video clips from Valdosta State University. And at some point after the TeleTraining we would encourage you to take a look at those, go see students and interpreters in classrooms using this technology and in other settings. So we encourage you to take a look at that.

Another question having to do with policy and procedures using video conferencing technology, how does the interpreter voice for the person that's Deaf or Hard-of-hearing and how does the interpreter hear the instructor and student comments in the classroom?

Bambi?

Bambi Riehl: It sounds sort of simplistic, but you pretty much do your job the way you always do your job, except that you just need to be aware whether the folks on the other end can really hear you, and of course that doesn't always work, depending on the size of the room, the number of bodies in the room, how much shuffling is going on? All of these audio components suddenly become larger than life. As interpreters we know that when you do small group work at the post-secondary level it can be maddening if you're in the classroom and it gets loud when various groups are having activities. It's even that is much more challenging when you're doing it remotely. But speaking from experience, I have voiced for a student who was in a class of about 20 people, and the speakers on the laptop did the job. And it seems pretty seamless.

Katherine Bruni: What about teaming? Do you still have team interpreters for assignments?

Bambi Riehl: Absolutely. Everything that applies in the face-to-face environment certainly still applies remotely.

Katherine Bruni: And Lisa? Yes?

Dr. Nanci Scheetz: Katherine, before can I add one thing here...

Katherine Bruni: Absolutely.

Dr. Nanci Scheetz: ...before we go on. One thing, when you're talking about the voicing and interpreting, let me just state one of the only problems I've had in your voice coming into the classroom, that I think is something that you don't think about in a traditional interpreting sense. Once an instructor came and stood in front of where the camera was for the student, so all I could see was the back of the seat of his pants, and finally having to say to him-- would you... and of course it went out into his whole class because that was the only way to talk to him was, "Would you please move, I can't see the student." And, but that's another thing you have to watch where you camera is, and what you do voice then is heard, very audibly from everyone.

Okay.

Katherine Bruni: So and you would concur, that you still need to team interpreters then, Nanci?

Dr. Nanci Scheetz: Oh definitely, definitely. It's just like traditional interpreting only you're not in the classroom.

Katherine Bruni: Should we encourage schools and institutions to consider the use of video conferencing technology to deliver interpreting services and when is it appropriate to consider delivering interpreting services via video conferencing technology? Lisa, do you have a comment on that?

Lisa Caringer: I do. You...Of course, we should encourage schools to at least be ready for the prospect of doing it that way, so that in case you find yourself without an interpreter for a certain setting, you might be able to use video remote interpreting. But you do want to be careful, the kind of class that you provide it in. It's got to be a straight lecture format class, or a very small group, and that perhaps all can sit around the camera. Because it can be very difficult to hear a discussion based class. I wouldn't do Law School, it's, you know the Socratic Method does not work in terms of trying to mic everyone and hear everyone in the room. So it's definitely a lecture format friendly.

Katherine Bruni: Does anybody else have anything to add to that?

Bambi Riehl: I'd like to add something. And you asked, should we encourage schools and institutions to consider the use? I really think we should, I really think everyone, in 2007, at least has an obligation to think about how this could happen on your campus. Because I think at a certain point, people like the Office of Civil Rights will look to us and say it's no longer enough to say you've called all your local agencies and interpreter training program, so in the future if think that if we have a shortage on our campus of interpreters or also if we have a lack of qualified interpreters, that it will be expected that we prove that we've checked out remote interpreting services to meet our needs.

Katherine Bruni: That's an excellent point!

Dr. Nanci Scheetz: Let me piggy back on that, and say that another reason we should be looking at using this technology, is not only for short falls, which are very critical, like what Bambi is addressing but on the other end, I always like to look toward, what if they're offering a class on my campus that is a very specific technical course of study and I don't have an interpreter on my campus who's really qualified to deliver this level of interpreting. But maybe Bambi has one on her campus who's very familiar with either the terminology or the level of expertise that it takes. Why not be able to pool our resources and have that very best interpreter be interpreting for that class.

Katherine Bruni: That's a very good point, Nanci. And Chris, I think you've got some guidelines for us, you know, some general statements about guidelines in terms of the policies and procedures that need to be established with regard to interpreting equipment use and setting. Can you comment on that before we go to our second segment of questions from the audience?

Chris McCuller: Yeah, the biggest thing is, with your equipment, have a standard setup for each piece of your equipment, it's the same across the board. A static IP address. Have 'em set to use fixed ports is usually an option in the software somewhere for all the equipment to let it, to tell it to use fixed ports, which aids it in getting through a firewall. And also a specific quality. If you tell the equipment, okay, I only want this quality and that's it, a lot of times you can elevate some of the bandwidth concerns because it's not trying to go up or down in the quality as the bandwidth goes up and down on your network.

Katherine Bruni: Thanks Chris. Cindy what do you have for us in terms of another

question from our audience participants?

Cindy Camp: Yes we have quite a few questions, one that has been brought up is we've been talking about the educational setting, and we had some people wondering about have you used remote interpreting in other community type settings, such as hospitals, or doctor's offices, or police departments?

Katherine Bruni: Bambi, do you have a comment on that?

Bambi Riehl: I do. In the early stages of our experiment, and I might explain more about that later, we provided interpreting to various vocational rehabilitation offices across our state. So that was an area we went to. And then we have also provided some remote services, admittedly this was remote C-Print® captioning, but to a student's internship site. So I think that's another really interesting application of it, where otherwise we would have to be sending someone out in a car across town, when we can just do it remotely to a student's internship site, and they can also feel very independent.

Katherine Bruni: You know that question was an excellent segue into the next question that we have talked about on the panel, and that is: When will it be best to use Video Remote Interpreting agencies? Such as we discussed in the May TeleTraining rather than just set up video conferencing technology to provide interpreting accommodations on your own? Bambi, do you want to add to your comments to the audience participants in response to this?

Bambi Riehl: In response to the one that's best to use an agency?

Katherine Bruni: Yes, when would it be better to use an agency rather than try to do this yourself?

Bambi Riehl: I think if you wake up next Monday, and there's five new Deaf students at your door and you realize you cannot do this unless you get some remote service, I might just pick up the phone and call one of those very friendly agencies from the May TeleTraining. They do a lot of great work, they're very helpful. Some of them will come and do a site analysis for you. So if you don't want to get into the business of eventually maybe providing this on your own, that might be one reason to go to an agency.

Katherine Bruni: And so, that leads us to the next question, which is: What are the

advantages and disadvantages of using this technology to provide interpreting services?  
Kind of a real, a quick summary of some of the pros and cons. Nanci, can you give us a quick summary of the pros and cons?

Dr. Nanci Scheetz: Oh, I think the pros are definitely, if you have got classes, even on one large campus, or on several sites for that matter, with back to back classes, you are far more accessible as an interpreter. It cuts down on your drive time. You're parking time. You're trying to get from class to class on time. It also lends itself to the teaming, where you've got two people instead of being in a classroom that can be at a remote site, especially in a school that might be quite large, where there's not as much room for the interpreters to even be there. I think those are some of the pros of just you know, availability, and ease for the interpreter of not dealing with traffic and parking issues and so forth. I think one of the disadvantages that we've talked about before, is in the event that there is some technical problems, that's probably one of the biggest negatives.

Katherine Bruni: Anybody else have anything to add about pros and cons?

Bambi Riehl: I'd like to add one more prophet that I alluded to, and I think we already have feedback from students, collage age students saying that they really like going to the class with a laptop and not with someone following them.

Katherine Bruni: Oh.

Bambi Riehl: And if they don't show up, we are not hovering at the door waiting for them.

True.

Katherine Bruni: What about the qualifications for interpreters? Do they need any different qualifications to use video conferencing technology? Lisa what do you think about that?

Lisa Caringer: I don't think so. Of course when you're an interpreter coordinator you're constantly thinking about the quality of your interpreting staff and if you're providing the right interpreter for the right setting. The same standards would apply. I guess maybe personality issues might come into play if you have an interpreter who's not willing to put on a happy face and sort of represent your institutions, if you thinking about providing it out there, that might

not be the right interpreter to send to the video conferencing room to provide services, but beyond that I would say you use the same standards as you would live interpreting.

Katherine Bruni: Nanci, you work with an interpreting training program, you direct that program, what comments do you have about that, would you concur with Lisa?

Dr. Nanci Scheetz: I do, and I'll go back to something that either Lisa or Bambi said earlier, that it is important for that interpreter to be familiar with "What do we do if the call I dropped, and I need to call back into that classroom?" "How do I use the technology?" Some of the basic usage you know of the cameras as far as "Where do I go to adjust it, how do I adjust the sound?" "Can I check to see my speed?" Because when we train our students in this use of technology, we give them actual time in front of the computers working with it, where they can actually, you know troubleshoot some of the things that they might not think of. How to mute their camera on their end so that there isn't any feedback coming in on the sides? So I think those pieces, we want the same quality of interpreter we would in any situation. But then we just need to add on these processes so they're comfortable with the technology that they'll be using.

Katherine Bruni: Freelance, committee of interpreters are beginning to be more and more interested in video conferencing technology. Do you have some brief words for freelance interpreters who are considering using video conferencing technology as part of the services that they offer? Bambi, I seem to remember when we talked you had some thoughts on that.

Bambi Riehl: Well, I think that some things that Chris has mentioned would be important for freelancers or private practice individuals to consider, that setting this sort of service up in your home would be quite costly, and getting a T1 line into your home, probably isn't going to happen. So I think it's important for an individual to think about exactly how they would get into this market. But I think there are many models that we have not even thought about yet, that are going to emerge in the next five year.

Katherine Bruni: Well I know that another thing that freelance people would be concerned about is training. So do we have some brief comments regarding training of the use of video conferencing technology and interpreting services, specifically as it relates to students and consumers, interpreters as we've mentioned, educators or instructors, administrators. Lisa do you have some brief comments on the training aspects?

Lisa Caringer: I do, you've got, just as Nanci has said in the previous question, you've got to make sure that your student at the end-point is comfortable with the software, generally they are more comfortable than we are. Your interpreters have to be comfortable with using it, and yes your professor has to have some familiarity just that, you know, this computer is coming to his classroom and there's going to be technology there, you've got to give everybody a heads up and everybody a chance to play with it for a few minutes, so that when things go wrong in class, if there's some breakdown in the technology or what have you, they're not freaked out.

Katherine Bruni: What about the roles and responsibilities of those same players? Students and consumers, interpreters, the instructors, administrators, technology personnel? Nanci, can you comment on the roles and responsibilities of those people involved?

Dr. Nanci Scheetz: Well, I think all participants who buy into the system, and I think buying in is critical. If it is the student, it's the student's responsibility to be familiar with the technology and be willing to use it. I think the same for the interpreters. I think we do need administrative support and definitely the technical expertise that we've all talked about today. I think we need to make that clear that definition of who is responsible for what as Lisa said, let the technology folks do that piece and let us focus on the interpreting piece. But keeping in mind, I think the full time, that we keep everyone in the loop of what we're doing, because many of the administrators today are instructors, don't really understand the process, and it's our role as the interpreter, I think, to let them know what role we're serving and where those responsibilities lie, our perspective.

Katherine Bruni: Chris, what about the role of the technology specialists? What role should the technology specialist play in the training process?

Chris McCuller: First, and foremost, is with the training is to make sure everybody has at least a basic understanding for basic troubleshooting. Simple things like if you're having problems connecting in a call, try cutting your software or your camera off, leaving it off a second and turning it back on. Or even a full reboot of your computer if you're using PC based software. That's probably the biggest thing in this training process, making sure everybody has a simple grasp of basic troubleshooting stuff.

Katherine Bruni: Assuming that the technology is going smoothly, how do you evaluate the effectiveness of delivering interpreting services through video conferencing technology?

Nanci, this sounds like a question that you deal with in both ITP as well as your teacher training observations.

Dr. Nanci Scheetz: Sure. From me, when it's going very well, I am the biggest supporter of it. I love the technology. I love the fact that I'm not in the classroom. That the student may choose to sit in that very back row, and that people are oblivious a lot of times when they're at that laptop, to know what I'm doing. And I think to give them-- to empower students to be more independent. And to allow me to be less conspicuous, plus doing my job, I think. Yeah, I'm very, very much a supporter of it.

Katherine Bruni: Bambi, what comments do you have about evaluating the effectiveness of the delivering of interpreting services itself? Given that the technology is going smoothly, do you evaluate the effectiveness of interpreting via this technology any differently?

Bambi Riehl: Well, we developed an online consumer survey, which you can see at the web link from the slide that has my picture and signature. So, if you go to that site, you can actually scroll down and see this online survey. It was real important, as everyone has stated, to find what all the players thought about it.

Katherine Bruni: And, Nanci, you've talked a lot about consumer satisfaction as a critical part of remote interpreting. Why is it such a critical part?

Dr. Nanci Scheetz: I think this is something, you know, many students do prefer that we're not in the classroom, but we've encountered students on our college campus that even though they feel the technology has worked very well, they have no issues with the clarity or the process, but they still prefer the traditional interpreter in the classroom. And I think again, we can't let, we can't use technology for the sake of using technology. We've got to ask the consumer, is this something you're comfortable with? Are you satisfied with it? Not from a technology standpoint, but from a personal standpoint. Because regardless how good it is, if you have a student who wants interpreting service in a traditional format, and we can deliver it, I think we must respect what the consumer wants.

Katherine Bruni: Cindy, our final segment for questions from our audience participants.

Cindy Camp: Sure, we've had quite a few questions come in on the actual set up of teaming, and how that would work. Are both of the interpreters going to be in the same location so that they switch off? Or are they going to be each calling in from a remote site? And if they

are calling in from remote sites, separately, how would that switch off work?

Katherine Bruni: Lisa how do you deal with that in your situations with interpreters?

Lisa Caringer: We have provided teaming interpreting over those, one live interpreter at the location and we were calling in, that they were calling in, but I haven't experienced two interpreters calling in and teaming, I really can't conceive of anything other than every other 20 minutes timing yourself. We loved teaming with a live interpreter, it was great fun, and it was really easy to switch, because she was there sort of managing all of that for us. She was real game player in that respect.

Katherine Bruni: Nanci do you have anything to add to that?

Dr. Nanci Scheetz: We've only used teaming with two in the same location. Where there're both using the same camera and just switching like they would if they were in the traditional classroom. So we've not experimented with, you know, two different camera sites, or one traditional, one off.

Katherine Bruni: Bambi, what about your experience?

Bambi Riehl: Same as Nanci's, really.

Katherine Bruni: We're moving on now to a something that we've really covered in some respects, and through some of the other questions, but I wanted to make sure that we gave appropriate settings, it's just focus. So when it is appropriate to considering delivering interpreting service via video conferencing technology? Bambi, you mentioned this and made a plug for making sure that people covered their bases, would you just touch on that one more time?

Bambi Riehl: Uh-hum. I think that as this technology takes off, and you know, the cameras and the software's coverage so it's very easy to do this, we're going to be relying on this a lot. And I think that my own campuses as an example, we used to have enough access capacity that we decided to provide the service, but in the past year or so, our program has grown so much, we've started to think, my goodness maybe we should be buying Video Remote Interpreting service, so that we're always making sure that we're hiring the best quality interpreters that we can.

Katherine Bruni: That's a very good point, using it for quality and delivery of services.

Nanci, you've worked with multi-ages, regarding classroom settings. Can you comment on age appropriate, and discipline appropriate settings for video conferencing delivery of interpreting services and what academic disciplines are served well through video conferencing technology, and are there specific classes or situations that perhaps are not a good match for video conferencing technology delivery of interpreting services.

Dr. Nanci Scheetz: Sure. We have provided remote interpreting in the Middle Schools, in Technical Classes as well as College Campuses. I would not recommend using this technology for any students younger than middle grades, middle grades it can be effective. The settings we found, as far as classrooms that it's not real effective, if you're dealing with a computer class, and you have an instructor with a very heavy accent, very heavy accents across the board are not good for interpreting. It's too difficult, because you're not seeing the instructor, you're seeing the deaf student. I wouldn't recommend them for math classes, necessarily. With a lot of equations on the board, because you can't see them. So, those would be the types of classes that if there are a lot of -- again small group work, and it's a large, very large class. I wouldn't recommend it for classes like that.

Katherine Bruni: Well, what about for students who are studying abroad? Could you use video conferencing technology in those situations? And what are some of the challenges that you might anticipate? And how would you work with the student, and the DSS Office and the University overseas to prepare for this experience? Nanci, I know that you have some experience in that regard.

Dr. Nanci Scheetz: Right and I'm going to let Chris jump in here for a minute, and Chris talk about the clarity with the technology with students abroad.

Chris McCuller: We've done a couple of different collaborations with folks from overseas. One was in England, where we helped do a conference with some folks in Scotland that I was part of the support of. And another was some conferences and classes in the Czech Republic and Turkey. And generally, it works pretty well. Most overseas institutions are similar to US institutions in that they have a good amount of bandwidth, and at least some sort of technology infrastructure in place. We did have some problems with the Turkey / Czech Republic connection, because the Turkish institution had some bandwidth issues. But the Czech Institution was great almost every time. Again, generally they had the same type

of infrastructure that we have and the same type of connections that we have, so it's usually not too big of a problem, but it's always good to do some advance scouting before you decide to really agree on a collaboration and make sure that everybody's technically capable of doing it.

Katherine Bruni: And I think that Chris, you and Nanci would be excellent resources for any program out there that is considering that... use of video conferencing technology for abroad program, or projects. What about multi-campus settings that are considering using video conferencing technology? And what about the use in terms of rural and remote settings? Lisa, that's exactly what you're doing. You're using this technology in multi-campus settings, can you comment on that?

Lisa Caringer: Sure. I guess the multi-campus setting is the most ideal because ultimately you're dealing with people who work for the same institution as you do, and everyone's got the same goals in mind, and so it's much easier to convince someone at one of your satellite campuses to provide services this way. And in terms of rural settings, that's where we are at, in a rural setting. And we provided almost exclusively to rural settings, unless it's been one of our satellite campuses. And these were settings where there wasn't another interpreter available. So it's work very well for us, when the class lended itself to remote interpreting.

Katherine Bruni: Well, you're an excellent resource on that topic. Nanci, you've worked with K-12 programs, can you comment on how appropriate or inappropriate video conferencing technology might be for things like IEP meetings, parent's conferences, or even in the work place? Our panelists have commented on post-secondary courses, and on high level or difficult courses, but can you comment on some of those other extracurricular activities?

Dr. Nanci Scheetz: Sure, I think where we are going with this technology, I agree with Bambi, you know we're scratching the surface of the iceberg; we're really heading forward with it. I think it is very effective for IEP meetings, for parent conferences, when a conference is set up, and they need an interpreter for only an hour. Especially in a rural location, this is the perfect use of this. Extracurricular activities, it depends on what the activity is. Obviously if it's going outside and we're talking about football practice, this isn't going to lend itself for that. So I think again, we have to really be very open-minded and say, "Where can we put this technology where the student can have access to it, depending on what the activity is?"

and "Where would we have an interpreter who would have to be either outside or moving around so much that it's not effective?" But really looking at the whole picture.

Katherine Bruni: Bambi, you made an excellent comment about using this technology to ensure that the best quality of services is delivered. And I think that's a comment that our audience really will take heed of.

Collaboration is something that we have talked about throughout this training. Nanci and Chris, can you just comment on your experience, collaborating together, because you're really an example of good collaboration. How did you accomplish such a terrific collaboration between technology and education?

Dr. Nanci Scheetz: (laughter) Chris, you want to go first?

Chris McCuller: Um, I think the biggest thing is a willingness on both sides. She was willing to work with me, and kind of listen to suggestions and what not, as far as how I think stuff might should work out from the technical end. And I was willing to listen to her for the different things that she just wanted to do. She said, okay I want do this, I was like let's research it, let's do it. So, communication, willingness to listen to each other, and also over the three years that I have been working with Nanci, we've actually gotten to be pretty good friends, and that helps too.

Dr. Nanci Scheetz: It does, and let me just add that, that and I'm sure Lisa will really concur. If you find a person in your technology department whose really willing to work with you, and will explain to the level you want to hear, so you get an understanding, and who you can really be honest and open with, and say "this may work for you for a connectivity standpoint, but for me the quality isn't clear enough," and that they'll listen, you know, and work with you. Guys, yeah, really get a good partner in your technical support, because these are the valuable, valuable players that make this all effective.

Katherine Bruni: Flexibility and communication. Bambi, what about PantherCOM, and the collaborations you've experienced through PantherCOM?

Bambi Riehl: Our entire story about PantherCOM can be seen at the website --PantherCOM website on the link with my picture slide. So I won't tell the whole story now, just to say that, this is, well, the collaboration with our state voc rehab agency, it was a brainchild of our program manager at the time, and that's how we got the money to

experiment. So you can go take a lot at our site, there's a lot of nice pictures and things.

Katherine Bruni: And Lisa, you have really a unique collaboration that you've established with post-secondary institutions. Can you tell us about that?

Lisa Caringer: Sure. Basically, I'm just collaborating with other institutions within my own institutions and with other institutions to provide interpreting services on their campuses. And it's, as Nanci and Chris has talked about, it really requires you establish that relationship and have someone you can communicate with. If you can't, you're just not gonna be able to do it with that particular institutions. But everybody who signed on here today, you know, is interested in doing something about this technology and using it in a positive way. So, we'll all find each other.

Katherine Bruni: And you were able to really preserve some interpreting positions due to your collaborations, weren't you?

Lisa Caringer: Yes, ma'am, I forget to talk about that. We have four staff interpreters and sometimes not enough students to go around locally, so this has really helped us provide enough work to keep our interpreters employed in staff positions with benefits, and also a little over flow to be able to travel and go to conferences.

Katherine Bruni: Well you know in addition to using video conferencing technology directly for interpreting services, there are also some real creative uses of video conferencing technology, and I would like for our audience to gain some insight about this. How have you used video conferencing technology for projects that were not specifically related to interpreting services. I know we can briefly touch on that, because we have, again, a picture is worth a thousand words. We have some pictures--video clips about the use of technology for distance learning, remote observations and remote tutoring. Panel, do you have anything to add about creative use of video conferencing technology that might supplement those pictures that our participants can take a look at? Nanci?

Dr. Nanci Scheetz: Now, let me just say that for supervision and observation of working interpreters, um, even if you are part of a service agency that needs to evaluate your working interpreters, if you're on a college campus. It's a wonderful way to be able to evaluate their skills without being in there. So, no, I just think there many different ways we can use it, uh-hum.

Katherine Bruni: And what is the future. What does the future hold for us, in terms of video conferencing technology? What are the implications for services and accommodations for people who are Deaf and Hard-of-Hearing? This is a wonderful question to conclude on. What's the future, Bambi?

Bambi Riehl: One thing I dream about is going online in the morning and saying, "Oh, we need someone to interrupt a law class at 9:00," and you search the country to see who's available. And that's my biggest dream.

Katherine Bruni: Chris, what do you see, as the technology specialist? What's the future hold for us?

Chris McCuller: I think within the next five years especially it's gonna get a lot more widespread, and primarily because in-home connections are starting to get a lot higher bandwidth. Verizon is going out, their fiber connectivity to the home which is gonna really gonna increase speeds in the home. And also, as the future goes on, as technology moves forward, it gets easier to get through things like firewalls. People are coming up with ways to where you only have to open up one or two ports as opposed to a whole range of ports.

Katherine Bruni: The future really looks bright. Nanci and Lisa, what are your comments about what you see in terms of the future?

Lisa Caringer: This is Lisa. I'm really excited. I know that Polycom and Tandberg are gonna be using their technology to make it more portable. And so once we get to that point, where a Deaf student can just basically open up the little unit and slap it on their desk and plug it in, or not--wireless. We're good to go. So I'm excited about that.

Dr. Nanci Scheetz: Oh, I agree with you Lisa and Bambi too. And I think, what we're going to see five years from now is that we will have our very best interpreters being able to network throughout the nation, providing just high quality services, anywhere where we need an interpreter where there's currently not services available. And that, that's what it's all about guys, connecting Deaf consumers with, you know, qualified interpreters.

Katherine Bruni: Well, it's good to end a real positive note. It looks like the future is really bright. I just want to thank you, Nanci, and Bambi, and Chris, and Lisa. They are excellent resources to all of our participants, and I want to thank you for joining us today.

PEPNet is anxious to provide training. We want to answer your questions and provide you with technical assistance. We want to be involved with technology use activities. So please call on us. On the Power Point there is a slide that shows you the contact information for each one of our Regional Centers. There's also a slide that directs you to your coordinator or specialist in PEPNet South region. So please access that information.

We want to invite you to join us for the next TeleTraining on August the 24th: Addressing the Needs of Consumers who are Deaf and Low Functioning. You can register for that already, online, at a live site: [www.teletrain.org](http://www.teletrain.org). We encourage you to fill out your evaluation survey which will be mailed to you as a reminder, in a reminder e-mail. And it's time for you to get your pencils and papers out to record your final CEU verification code which is a series of numbers and letters. 7-1-3-T-T, as in TeleTraining. 7-1-3-T-T.

Many thanks to my co-moderator, Cindy Camp, thank you for bringing those questions to us. A big thank you to Jennie Bourgeois, who is the mastermind and developer of TeleTraining, she's kind of the wizard behind the curtain. Many thanks, Jennie.

Big thank you to PEPNet South, the whole PEPNet South team and Central Office, and especially to Dr. Marcia Kolvitz, the director of PEPNet South for supporting us in the TeleTraining.

Please take a look at the last slide of the Power Point for a reminder of upcoming events, of both TeleTrainings in August/September, for the Southeast Regional Institute on Deafness in September. A biennial conference, PEPNet's Biennial Conference in April. And next November in 2008: Addressing the Needs of Students Labeled Deaf and Low Functioning, At-Risk or Deaf Blind, in Houston.

On behalf of PEPNet South and all the regions of PEPNet, we want to thank you for TeleTraining. Look forward to seeing you in August.

(End of TeleTraining)