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1.0

Videoconferencing: University Perspective

031–075

1.1	The Role of Videoconferencing in Language Learning – A Sociopragmatic Approach <i>Zuzana Bezdíčková, Andrea Koblížková</i>	033
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The authors take a sociopragmatic approach to their use of videoconferencing. The feedback from their programme reveals not only the linguistic challenges of using English as a Lingua Franca but also the socio-cultural challenges inherent in exchanges between students from different countries and cultural backgrounds as well as at different stages of linguistic and emotional development. The programme contributes to raising students' awareness of related issues and practical workarounds. It also shows how videoconferencing can open an international window while maximising the reassurance of a familiar setting in order to minimise the shock of the new.

1.2 Developing Research Writing by Videoconference

049

John Morgan

The author outlines a detailed range of practical measures to ensure the success of using videoconferencing to develop research writing. The examples given highlight the technical challenges, but effective solutions and measures are presented. Clear parameters are listed and explained in using videoconferencing, and the importance of grounding parameters such as co-presence, visibility and audibility is stressed. The importance of establishing a community focus of support with both students and teachers can help with key issues of giving, receiving and acting on feedback. The article features detailed feedback from students on the effectiveness of the programme.

1.3 Using Videoconferencing to Develop the Research Literacy Skills of Off-campus Graduate Students

065

Olga Kozar, Juliet Lum

The authors focus on the needs of geographically disperse researchers, who are able to gain a sense of community and increase their confidence through videoconferencing. The article gives practical advice and shows how writing research groups can be set up and best supported. This chapter also presents how language educators can play a flexible role in facilitating such a programme and addresses relevant technical issues and workarounds. Key points and options relating to structure, timing and frequency are discussed in detail.

2.0

Videoconferencing: Students in Focus

077–123

2.1 Intercultural Strategies and Development through Global Online Collaboration

079

Nadezhda S. Rudenko

The author highlights the intercultural aspects of global online communication and how videoconferencing can be an effective tool for developing intercultural skills. Key to successful programme delivery is developing strategies which promote a wide range of skills: communication, teamwork, and cross-cultural navigation. Such skills are especially relevant for today's globalised workplaces and globalised workforce. The importance of role giving, taking and sharing and the way these influence group dynamics are discussed.

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2.2	Roles of the Learner in Videoconferencing	093
	<i>Judit Háhn, Irena Podlášková</i>	
	The authors concentrate on the variety and scope of roles filled by learners, the potential development of associated transferable skills, and the way videoconferencing facilitates this process. Key learner roles and their outcomes are described. Detailed advice is given as to how students can maximise their skills and how technology can best support them. A range of task-based collaborative activities are presented, and the underlying theory and practice are both described in order to balance their rationales.	
2.3	Student Voices	109
	<i>Libor Štěpánek</i>	
	This chapter gives voice to the students using videoconferencing, in some cases for the first time. By doing so, a clear picture emerges of the challenges, frustrations, but ultimately beneficial experiences felt by students. The views and feelings expressed act as useful compass points for teachers setting up such courses. These can be helpful in avoiding future pitfalls.	
3.0	Videoconferencing: Teachers' World	
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3.1	Daring to Videoconference: Ideas for Teachers	127
	<i>Alena Hradilová, Kirby Vincent</i>	
	The authors use a case study with students of law to illustrate both the possibilities and limits of videoconferencing. This detailed article outlines the stages of course development, syllabus writing, integration of subject matter and technology, and mechanisms to ensure a successful outcome. Useful advice is provided not only in technical aspects but also in areas related to interpersonal transactions. This includes ensuring that student groups from different countries have time to acquaint themselves informally before embarking on the more formal aspects of the programme.	
008	Table of Contents	

Markéta Denksteinová, Stellan Sundh

The authors offer a detailed and informative insight into the changing role of the teacher in light of technology-driven changes in classroom teaching. Videoconferencing is an area which both demands and inspires a new methodology, and this article outlines the variety of specific but interlinked roles which help to ensure successful delivery. The case study chosen provides a wealth of examples which illustrate the scope of collaborative teaching and learning made possible by videoconferencing. These examples also provide a clear indication of the required skills and the consequent need for targeted staff development programmes to help develop the teachers of the future.

4.0

Videoconferencing: Reflection and Realism

159–203

Miranda Katherine Capecchi

The author provides a detailed case study and reflective account of the aBerNo project. The course, making full use of videoconferencing, covered all four language learning skills through the teaching of key academic skills. The article covers key stages in the course's development and highlights the work expected and outcomes achieved. Many technology-related issues are discussed, as are assessment procedures. The author provides a personal insight into the workings of a carefully developed project designed to enhance both the linguistic and academic skills of high-level students.

Anjuli Pandavar

The author underlines the importance of having a clear rationale for using videoconferencing. A detailed case study illustrates the pitfalls and challenges of technology and looks at key examples of mismatching. These include mismatches between the different expectations of students and teachers, between theory and practice, between desired aims and actual outcomes, and between the ideal applications and actual limitations of the technology on offer. The article discusses a range of problems and issues but also points to solutions and workarounds. It emphasises the importance of considering not only how technology is used and which type is chosen but also why technology is used at all.

- 4.3 “Yes, interesting. But who were they and what just happened?!”:
Working with Disparate HE Groups via Videoconferencing

191

Jo Eastlake, Martina Šindelářová Skupeňová

The authors highlight the processes and outcomes of videoconferencing using an active participation approach. Two contrasting student groups at different universities were able to participate in a varied programme of tasks using creativity to improve socio-linguistic skills. The course was task-orientated, with the learners generating or sourcing the majority of materials. A mix of the theoretical and the practical was used to underpin the programme.

5.0 Videoconferencing: Technology and Management

205–227

- 5.1 Management of Videoconferencing: Challenges and Strategies

207

Libor Štěpánek

The author looks at key issues facing managers in establishing effective videoconferencing courses in higher education. The issues highlighted are of a practical nature, but ones which cannot be ignored by those in charge of managing resources, including creating the right physical space, looking at timing and intercultural questions, and making proper use of both physical and human resources. This chapter provides an overview and helpful checklist to maximise the added value and quality of courses for all stakeholders.

- 5.2 Technological Considerations Regarding the Use of Videoconferencing in Education

217

Marek Blahuš

The author presents a personal and professional overview of key technology issues in videoconferencing. The tone is both authoritative and informative, and the range of information covers most aspects of use. It provides a good introduction to videoconferencing for the novice, whilst existing users will benefit from the detailed options outlined in the technical sections. The article will help teachers not only to expand their knowledge of this developing field but also to organise their videoconferencing courses.

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