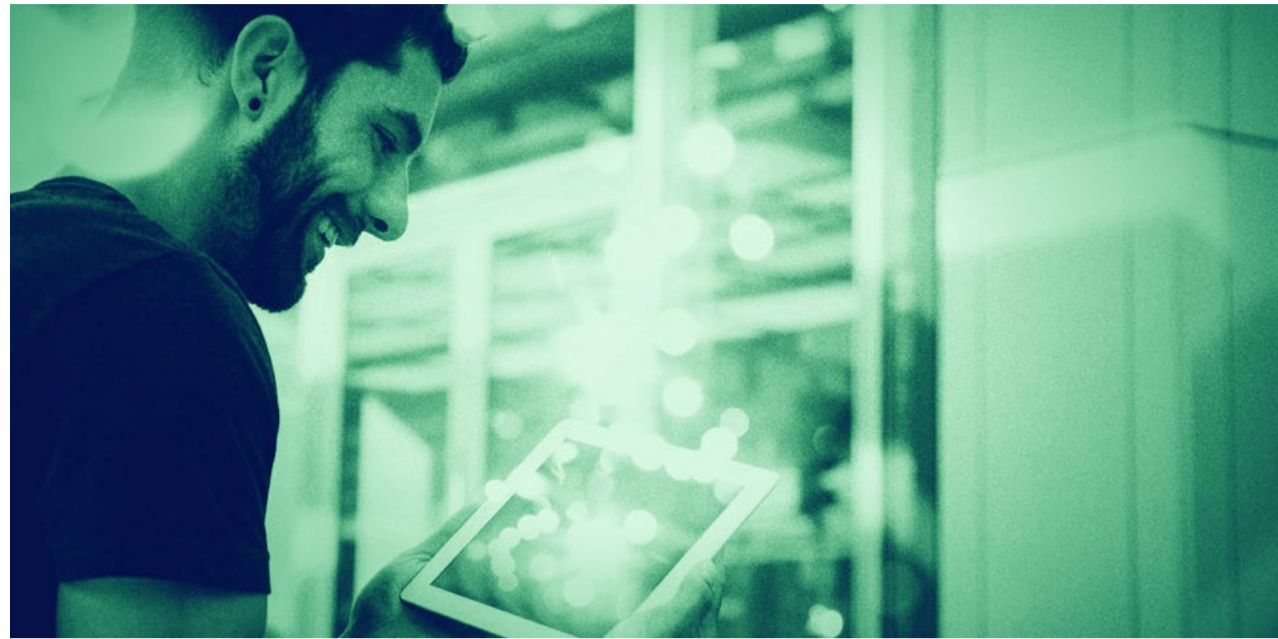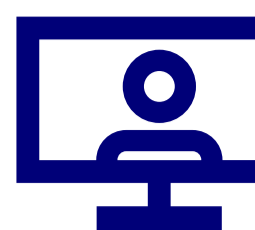# 2
Videoconferencing

This is a synchronous conversation made using a video call with the Hangouts Meet application. It can be between two people or in a group between several participants (with a maximum of 50). During a videoconference, it is also possible to share each device's screen with other people during the conversation. The person who creates the conversation becomes its owner and invites the participants. It also allows the video channel to be disabled so that it becomes a voice only conversation.
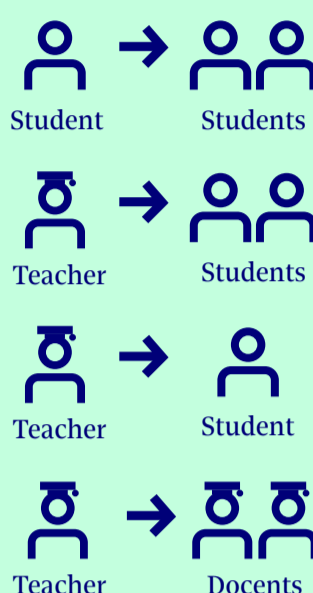
Videoconferences foster interaction, increase the sensation of proximity and help develop teamwork abilities, communication skills and negotiation skills among students.

Tool involved:

Hangouts Meet

Who do we use it with?

Student → Students

Teacher → Students

Teacher → Student

Teacher → Docents

How do we do it?

Convenor
1. Defines or decides the purpose (teaching use).
2. Specifies the date and time on which the conversation will take place.
3. Chooses who will take part in the conversation.
4. Makes the call.
5. Takes part in the conversation as required by his or her role.

Participants
1. Log on to the application and accept the convenor's call.
2. Take part in the conversation in accordance with their role.

Things that we can do

＞ Informal conversation between students.
Two or more students start a conversation spontaneously for different purposes related with the learning activity.

＞ Group meetings in group assignments between students.
Conversations linked to collaborative learning activities related with methodologies such as PBL (project-based learning), role playing or group assignments, as part of their dynamic.

＞ Synchronous presentations.
Give an oral presentation for other participants, sharing information by means of slides or documents in other formats. These presentations can pursue a variety of purposes: describe a project to a work group, present a research project's results to other colleagues or defend a project as part of its assessment, among other things. During the presentation, the participants may interact following a script or in accordance with established convention.

＞ Direction and supervision of projects (Final Bachelor's Degree Project and Final Master's Degree Project), thesis and practicum.
Students and their tutor or project, thesis or practicum supervisor hold synchronous meetings to obtain personalized feedback, advice and guidance concerning the work done, comment on changes and discuss improvement proposals during the entire creation process.

＞ Advice and feedback.
A teacher arranges a specific conversation with a student or a small group of students with the purpose of offering advice or feedback on the learning activity.

＞ Teaching staff work meetings.
Conversations between teaching staff who work collaboratively together with different purposes, such as UOC faculty with affiliated teaching staff to create new courses, research professors who generate a paper within a research group, deans and UOC faculty who work together in designing programmes, etc.

＞ Structured and semi-structured interviews for research purposes.
Conversations between a researcher and one or more informants with the purpose of obtaining qualitative data within the framework of a research project.

Remember that...

＞ Both students and teachers can start a conversation; the person responsible for the conversation is the person who makes the call or convenes the meeting via the calendar. The people who are invited to a conversation are entitled to turn it down, particularly if it is an informal conversation and not part of the teaching activity.

＞ Within the framework of the teaching activity, conversations cannot be held indiscriminately. Neither teachers nor students can make calls directly or spontaneously to other users. They must always be planned and be an explicit part of a dynamic or activity, or they must be arranged beforehand by means of an asynchronous medium (calendar, groups or mail).

＞ The participants in the conversations must be informed beforehand of the conversations' features and terms before accepting them (purpose, duration, participants, etc).

＞ The UOC's educational model is based on the principles of asynchrony and ubiquity, thereby guaranteeing maximum flexibility in access to all students. Accordingly, participation in conversations can never be a condition for successful completion of a teaching activity or passing a course, except for exceptional cases such as defending a final degree project before an assessment panel. In all other situations, any dynamic that involves a conversation must always have an alternative that does not require simultaneous presence in order to guarantee equal conditions for those students whose formative process at the UOC is completely asynchronous.

＞ Videoconferences are a useful communication tool for engaging in communication dynamics in teaching environments (discussion, presentation of activities, work meetings, tutorials, etc). Under no circumstances can they be used for giving online lectures or for applying any other method intended to convey the course's content.

Other uses it can be combined with

Time planning and management

More information

Google Suite. *A best practices website on the use of Google apps created for the affiliated teaching staf .*

Product-driven learning. *Advice, guides and other resources for using G Suite in the work place.*