NOTE:
Each school and department maintains individual Echo360 policies and procedures.

Please speak to your local support department regarding your specific classroom computer setup, ad hoc recordings and live webcasting. All options may not be available in your area.

<table>
<thead>
<tr>
<th>Department</th>
<th>Support Group in Service Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECH0360</td>
<td>UTS: Faculty Services – Tier 3</td>
</tr>
<tr>
<td>Emory Administration: Provost’s Office</td>
<td>Varies by Department</td>
</tr>
<tr>
<td>Candler School of Theology</td>
<td>CSOT: Theology Media Support</td>
</tr>
<tr>
<td>Emory College</td>
<td>EC: Infrastructure</td>
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<tr>
<td>Emory’s Center for Digital Scholarship</td>
<td>Emory’s Center for Digital Scholarship</td>
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<tr>
<td>Goizueta Business School</td>
<td>GBS: Customer Service Group</td>
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<tr>
<td>Laney Graduate School</td>
<td>UTS: Classroom Technologies – Tier 1</td>
</tr>
<tr>
<td>Emory University Law School</td>
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</tr>
<tr>
<td>School of Nursing</td>
<td>SON: Technical Support</td>
</tr>
<tr>
<td>Oxford College</td>
<td>OX: Oxford Academic Support</td>
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<tr>
<td>School of Medicine</td>
<td>SOM: ITS AV Support</td>
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<tr>
<td>University Technology Services</td>
<td>UTS: Classroom Technologies – Tier 1</td>
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</tbody>
</table>
Academic Staff Guide

- Classroom Capture for Academic Staff
- EchoCenter for Academic Staff
- Live Webcasting for Academic Staff
- Manage Echoes for Academic Staff
- Edit Echoes for Academic Staff
- Import Other Media for Academic Staff

Classroom Capture for Academic Staff

In this section:

- Overview
- Access the Classroom Capture Features
- Start an Ad Hoc Capture
- Start a Scheduled Classroom Capture Early
- Extend a Classroom Capture
- Pause a Classroom Capture
- Resume a Classroom Capture
- Stop a Classroom Capture
- View Classroom Capture Status Information

Overview

If you are recording in an Echo360 enabled classroom, Your local support person will assist you with setup and recordings. Many classes will be auto recorded and faculty will need only attach a lapel microphone.

You may at the Echo icon in the system tray glance to see the current capture state. The icon will change as you are preparing to record, currently recording, currently paused, or have stopped recording. For example, the icon displayed in the screen capture below shows that recording is paused. Hovering your mouse over the Echo icon elicits a status balloon, as shown below.
Access the Classroom Capture Features

The Classroom Capture functionality is accessed by clicking the Echo icon, located in the Windows system tray in the bottom right corner of the screen.

If You Don’t See the Echo Icon

If the podium PC has several icons in the Windows system tray, the Echo icon may not appear in the main icon set. Click the small "up" arrow located to the left of the system tray to expose the hidden system tray icons.

If the Echo icon is not present in the system tray, you may need to restart the Classroom Capture software using the following steps from the Windows Start menu: Start >> All Programs >> Echo360 >> Client >> Start Echo360 Classroom Capture System Tray.

The Classroom Capture dialog box, shown below:

- Provides basic information about the status of any current capture
- Allows you to create or manipulate a capture
In the dialog box shown notice that:

- A capture is currently recording
- The Echo icon is red
- Buttons allow you to stop, pause, or extend the current capture

If no capture is being recorded, the Echo icon in the system tray is blue and the dialog box contains only a Start Capture button, as shown in the figure below.

As mentioned above, the current status of a classroom capture can be determined by inspecting the Echo icon in the Windows system tray or by hovering your mouse over the icon. The following table lists the different Echo icons you may see in the Windows system tray, and the status of Classroom Capture indicated by each.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Blue Icon" /></td>
<td>A blue play icon indicates the Classroom Capture is currently idle. No information is being captured.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Yellow Icon" /></td>
<td>A yellow play icon indicates a Classroom Capture is pending and will begin shortly.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Red Icon" /></td>
<td>A red play icon indicates a Classroom Capture is currently being recorded.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Pause Icon" /></td>
<td>A blue pause icon (double bars) indicates the current Classroom Capture has been paused and must be resumed in order to continue recording the classroom capture.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Clock Icon" /></td>
<td>A red clock icon indicates the current Classroom Capture is within five minutes of finishing.</td>
</tr>
</tbody>
</table>

The “double arrow” buttons located in the top left and top right corners of the Classroom Capture dialog box allow you to expand the dialog box to either show capture status and statistics, or to hide the dialog box respectively. The below figure identifies these buttons.
Clicking the double-arrow button in the top right corner hides (or dismisses) the Classroom Capture dialog box. Click the Echo icon in the Windows system tray to re-open the dialog box if needed.

Clicking the double-arrow button in the top left corner of the dialog box opens the Classroom Capture Status dialog box, showing additional details regarding classroom captures performed from this podium PC, as well as about the current capture, if one is being recorded. See View Classroom Capture Status Information. While this extended view is really intended for Administrators, it does provide other information Presenters may find interesting.

Start an Ad Hoc Capture

If you are in a venue where Classroom Capture is installed on the podium PC and there is no scheduled capture for the venue, you can use the Classroom Capture dialog box to create and start an Ad Hoc capture. You may need to create an Ad Hoc capture for a variety of reasons, including:

- Your class has been moved to a different location
- You find yourself in a discussion or unscheduled teaching opportunity that you want to capture

If there is no current capture being recorded or pending, the Echo icon in the system tray is blue and the Classroom Capture dialog box contains only a Start Capture button, as shown in the figure below.

Clicking Start Capture opens a browser window connecting you to the Ad Hoc Capture web interface, which allows you to create an Ad Hoc capture.

Best Practice: Use the Start Early Option for Scheduled Captures

If you are in a venue where one of your scheduled captures is slated to start, but you are beginning class early or want to capture activities before the scheduled start time, use the Start Early option instead of creating an Ad Hoc capture.

Once the new capture is generated, it is processed and posted for student access. See Notify Students for further information on how students are notified of new recordings.

To create and start an Ad Hoc capture:

1. Click the Echo icon located in the Windows system tray to open the Classroom Capture dialog box. The Echo icon will be blue to indicate that there is no capture currently being recorded.
2. Click **Start Capture**. A login screen appears, shown in the figure below.

3. Log in to the Ad Hoc capture web interface. You might use your personal credentials or generic instructor credentials, depending on the standard procedure at your institution. If you are unsure, contact your System Administrator. An Ad Hoc Capture screen appears, as shown in the figure below.

4. Click **Ad Hoc Capture**. You see either a "basic" or "automated" Ad Hoc capture configuration screen, both shown below, depending on the login credentials used. For more detailed information on Ad Hoc captures, see **Manage Ad Hoc Captures**.

<table>
<thead>
<tr>
<th>If you logged in using:</th>
<th>You will see this configuration screen:</th>
<th>Enter this information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Instructor credentials</td>
<td></td>
<td>a. Enter a <strong>Description</strong> for the capture. Use a phrase that students will recognize.</td>
</tr>
<tr>
<td>(OR if you are not associated with a specific section)</td>
<td></td>
<td>b. Enter the number of minutes you anticipate needing for the capture. You can <strong>stop the capture</strong> or <strong>extend the capture</strong> as needed.</td>
</tr>
<tr>
<td>A &quot;basic&quot; Ad Hoc capture configuration screen appears.</td>
<td></td>
<td>c. Select the inputs you want to capture. For example, if you have a PowerPoint presentation, you would want to capture Display. Consult your System Administrator as needed.</td>
</tr>
</tbody>
</table>
Personal Instructor credentials (AND you are associated with a specific section)

An "automated" Ad Hoc capture configuration screen appears.

| a. Enter a **Title** for the capture. Use a phrase that students will recognize. |
| b. Enter the number of minutes you anticipate needing for the capture. You can **stop the capture** or **extend the capture** as needed. |
| c. Select the relevant section from the drop-down list. The list contains all sections in which you are the Instructor. This step ensures that this Ad Hoc capture is grouped with other captures for the section. |
| d. You can usually leave the **What do you want to capture?** field at the selected option. |
| - The selected option matches the capture inputs that your System Administrator originally configured for the section, so it is likely to capture the appropriate inputs. |
| - You may need to modify this field if you plan to use a new input for this particular lecture. For example, if you do not usually capture a presentation or other display items from the podium PC but plan to do so today, you would select Display. Consult your System Administrator as needed. |

5. Click **Start Ad Hoc Capture**.
6. Notice that the Ad Hoc Capture window changes to show the time remaining on the capture and to present you with **pause**, **stop**, or **extend** options. These options function the same way as they do from the Classroom Capture dialog box.
7. If your Ad Hoc capture includes items from the Main Display of the podium PC, close the browser window containing the Ad Hoc web interface. This has no effect on the capture itself. You can continue to manipulate the capture as needed using the Classroom Capture dialog box (opened via the system tray icon).

8. When the class is complete you can:
   - Allow the capture to finish when the configured time is reached
   - Click **Stop** in the Classroom Capture dialog box
   - Click **Stop Capture** in the Ad Hoc Capture dialog box

### Start a Scheduled Classroom Capture Early

If there is a classroom capture currently scheduled for your section, you can start the capture early. This extends the total capture time.

**To start a scheduled capture early:**

1. Log into the podium PC if you haven't already.
2. Click the Echo icon located in the Windows system tray to open the Classroom Capture dialog box.
3. Notice that the Echo icon is yellow to indicate that a scheduled capture is currently pending.
4. Click **Start Early**.

5. The Classroom Capture dialog box refreshes and the status changes to Currently Recording. This update may take a few seconds. In addition, the buttons change to indicate the functionality now available, which includes:
   - **Stopping** the recording
   - **Pausing** the recording
• **Extending** the recording

**Extend a Classroom Capture**

If there is a classroom capture currently being recorded, either scheduled or Ad Hoc, you can extend the recording beyond the configured end time. To alert you to the approaching completion of the current recording, the Echo icon in the Windows system tray changes to a red clock icon when the current recording is within five minutes of finishing.

**To extend the current capture:**

1. Click the Echo icon located in the Windows system tray to open the Classroom Capture dialog box. The Echo icon will be a red **play** icon to indicate that a capture is currently being recorded, or a red **clock** icon to indicate the current recording is within five minutes of finishing.
2. Click **Extend**. The dialog box changes to include an **Extend by** text box, as shown in the figure below.

![Classroom Capture Dialog Box](image)

3. Enter the number of minutes to extend the capture.
4. Click **Ok**.
5. Notice that the Classroom Capture dialog box refreshes and updates the **Time Remaining**.

You *cannot* extend the current recording beyond the start time of the next scheduled capture. If you attempt to do so, you do not receive an error message. However the Time Remaining may be smaller than the amount you requested.

**Pause a Classroom Capture**

If you are recording a lecture, you can pause the recording. You might want to do this:

- To prevent unneeded parts of the lecture from being captured
- To reduce the length of the capture

Clicking **Pause** on the Classroom Capture dialog box, shown in the below figure, temporarily suspends capture recording from the podium PC. You can then **resume recording**. Pausing is different from **stopping a recording**, which ends the capture.

**To pause the capture:**

1. Click the Echo icon located in the Windows system tray to open the Classroom Capture dialog box. The Echo icon will be red to indicate that a capture is currently being recorded.
2. Click **Pause**.
3. Notice that the Classroom Capture dialog box refreshes with the following changes:

- The status changes to "Recording is Paused"
- The Pause button changes to Resume
- The Echo icon in the system tray changes to a "pause" or double bar icon

These changes are shown in the below figure.

While the recording is paused, you can:

- **Stop the recording** and end the capture
- **Resume the recording** when you are ready
- **Extend the recording** beyond its configured end time

**Resume a Classroom Capture**

If you have paused a classroom capture, you will want to resume it.

1. Click the Echo icon located in the Windows system tray to open the Classroom Capture dialog box. The Echo icon will be a blue "pause" or double bar icon, to indicate that a capture is currently active but paused.
2. Click **Resume**.
3. Make sure the Classroom Capture dialog box refreshes and the status changes to "Currently Recording". After a few seconds you should also see that:
   - The Resume button changes to Pause
   - The Echo icon changes to red

**Stop a Classroom Capture**

If there is a classroom capture currently being recorded, you can stop the recording altogether. This may be useful if there has been a sudden change in lecture venues and you find yourself in a room where the currently scheduled capture does not apply to you or your current lecture. You can also manually stop the recording if you configured an Ad Hoc recording to be longer than necessary.
Best Practice: When to Stop, When to Pause

Clicking **Stop** on the Classroom Capture dialog box **stops** the capture from the podium PC. Stopping a capture ends the session: The raw media files are processed into an Echo and posted. If you start a new capture, that material will be processed into a different Echo that students will review separately. If you need to **temporarily stop** recording, use the Pause button, not the Stop button.

To stop the current capture:

1. Click the Echo icon located in the Windows system tray to open the Classroom Capture dialog box, shown in the below figure. The Echo icon will be red to indicate that a capture is currently being recorded.
2. Click **Stop**.

3. The dialog box changes to confirm that you want to stop the capture recording, as shown in the below figure. Click **Ok**.

4. Immediately after clicking Stop, the buttons on the dialog box disappear and the status changes to Stopping the Recording, as shown in the figure below.

5. When finished, the Classroom Capture dialog box refreshes to show that there is no current recording, and if applicable, no pending recordings, as shown in the below figure. The dialog box also now provides a **Start**
Capture button, allowing you to configure and start a new classroom capture if necessary.

View Classroom Capture Status Information

You can view basic status and some statistics regarding the captures generated from the podium PC.

Clicking the double-arrow button in the top left corner of the Classroom Capture dialog box expands the dialog box, as shown below, to display status information.

The status information is not editable. It provides only a snapshot of the current status and statistics for Classroom Capture on this podium PC.

You can still stop, pause, and extend a capture using the buttons in this dialog box.

EchoCenter for Academic Staff

In this section:
- Overview
- Do You Have All the Features?
- EchoCenter for Teaching Assistants
- EchoCenter for Students
- Trouble Logging In
- Learn More

Overview
EchoCenter (shown below) is a convenient, intuitive dashboard that you can use to:

- Access materials. All materials (Echoes, media imports, and Personal Capture recordings) are grouped together by date and lecture.
- Access Lecture Tools to prepare and publish activities, polls, and quizzes for use in classroom lectures (if Lecture Tools has been integrated with EchoSystem).
- Guide student discussions. You can introduce a topic at the right teaching moment. See Discussions - What Did Students Learn?
- Gain insight into student learning. See Teaching Aids - What Did Students Watch? You can learn:
  - What Echoes students watched and how closely they watched
  - What was interesting, confusing, or notable
  - What they ignored
  - What they absorbed

This overview suggests some ways you can use the EchoCenter. You can also delegate some tasks to your Teaching Assistant (TA).

Do You Have All the Features?

When the EchoSystem requires a login to authenticate users, you see an EchoCenter page that has panes for course statistics, discussions (called “Recent Activity”), and additional information for each Echo. There may also be links to a Lecture Tools system allowing you create polling questions or quizzes for use during class. The page looks something like the figure shown above.

When the EchoSystem is not authenticating users, you still see an EchoCenter page, but it is missing the valuable teaching aids. It looks similar to the figure below:

If your EchoCenter page looks like this, take a screenshot and show it to your System Administrator. This occurs when the EchoCenter is not authenticating users. It may be possible for your System Administrator to set up the...
EchoCenter for authentication, giving you access to the teaching aids.

**EchoCenter for Teaching Assistants**

If you are a TA, you can view this page for the section assigned to you. You might use this page to:

- **Access a live webcast.** During a live webcast, the Instructor might ask you to monitor chat and present questions for response. See *Live Webcasting for Academic Staff*.
- **Assist with presenting Lecture Tools materials** and polls, especially during Live webcasts. See *Using Lecture Tools with EchoCenter*.
- **Monitor and guide student discussions.** You can look at the Recent Activity pane to see the most recent discussion comments elicited by any Echo, or look at the discussion threads for a particular Echo. See *Discussions - What Did Students Learn?*
- **Analyze data presented in the teaching aids**, then prepare a high-level summary for the Instructor. See *Teaching Aids - What Did Students Watch?* Your Instructor might want to know:
  - Which Echo received the most views
  - Which Echo was viewed multiple times by the same student
  - Which topic inspired the most discussion
  - Which discussions revealed understanding
  - Which discussions revealed confusion
- **Analyze engagement data.** You may want to identify students who are not participating and who may be falling behind. You may also want to include online activity in course assessment, giving active students credit for their participation. See *Student Usage Reports - Are Students Engaged?*

**EchoCenter for Students**

Your students also have an EchoCenter page, but they do not see the teaching aids you see. They use the page to:

- Access a Live webcast
- Access a particular Echo, media import, or Personal Capture recording
- Review discussions and participate in them
- Access any lectures where Lecture Tools polls or questions have been added. Students MUST access the EchoPlayer through the EchoCenter to see these items.
- See the course bookmarks they have added to particular Echoes

The student EchoCenter page looks similar to the figure below:

![Image of EchoCenter page]

*Click for larger image.*

**Trouble Logging In**
In certain rare circumstances you will find that you cannot log in to an EchoCenter page, although you were able to at other times.

This can occur if your school's security system is configured in a particular way.

Follow these steps.

1. Loging to Blackboard first
   - there may be an EchoCenter link on your Blackboard course page.

2. If this does not work, call your school's Help Desk.

Learn More

See these pages for further details:

- Teaching Aids - What Did Students Watch?
- Discussions - What Did Students Learn?
- Student Usage Reports - Are Students Engaged?
- Improve Learning - Add Descriptions for Each Echo
- Other Items on the EchoCenter Page
- Using Lecture Tools with EchoCenter

Teaching Aids - What Did Students Watch?

In this section:

- Overview
- Course Statistics
- Viewing Analytics
- Engagement Analytics
- Usage Heat Maps

Overview

The teaching aids can help you understand student behavior.

Course Statistics

The course statistics show you views by Echo and by week.

How Do I Use Course Statistics?

Select the View Trends By Echo option in the drop-down list to see how many times an Echo was viewed and the number of unique viewers. In the bar graph below, we see that the Echoes of April 17 (4/17) and April 30 (4/30) had far more viewers than typical. There may be discussion questions in these Echoes that are worth reviewing.
Select the **View Trends By Week** option in the drop-down list to see how many Echoes were viewed by week and the number of unique viewers. You will probably see an upsurge in viewing the week before an exam.

Several features let you see details and adjust the graph:

- **See details.** Hover over a bar to see a pop-up with details about the number of views, as shown below

- **Focus** on a particular part of the graph. Click one part of the graph and drag to zoom, revealing detail. Double-click to restore the normal view. The screenshot below shows the graph at the normal zoom level, then zoomed in to show detail. Notice how the vertical axis of the zoomed graph is more granular, helping you to perceive details.
What Counts as a "View" When Compiling Course Statistics?

You may notice a discrepancy between what your students tell you and what the course statistics tell you. An entire class (of, say, 250 students) may claim to have viewed an Echo. Yet the course statistics may show many fewer views. What accounts for the discrepancy?

- When a student plays the Echo using the EchoPlayer, the view is counted when course statistics are compiled.
- When a student downloads the Echo instead of using the EchoPlayer, the view is not counted when course statistics are compiled.

Viewing Analytics

Viewing analytics present quantitative data for a particular Echo.

Average Completion helps you gauge the level of student viewing of this Echo relative to other Echoes. Say that student A watches the entire Echo (every scene), generating a completion rate of 100%. Student B watches only half of the scenes, generating a completion rate of 50%. If no other students watch the Echo, the Average
Completion is 75%. You might want to watch this parameter during the term, querying if the completion rate for a particular Echo is very high or very low.

1. Select the Echo you want to analyze.
2. Click the Analytics tab.

Engagement Analytics

Engagement analytics give you a quantitative view of student interest in a particular Echo. This is different from the student usage reports, which show a particular student's engagement in the course.

1. Select the Echo you want to analyze.
2. Click the Analytics tab (marked "1" in the figure below) to display viewing and engagement analytics.
3. In this example, the Echo generated one discussion topic with one reply. Discussions do not always show this one to one correspondence. You could have, for example, four topics and six replies. The replies can be distributed among the topics or one topic can generate all of the replies.
4. Click the Discussions tab (marked "2" in the figure below) to display the discussions.

Usage Heat Maps

Heat maps illustrate student reaction to an Echo. A color-coded line shows what segments of an Echo students found:

- Most interesting ("hot spots")
- Somewhat interesting ("warm spots")
- Less interesting

Text below the map calls out the number of hot and warm spots.

Clicking on the heat map opens the Echo to that segment.
When you hover your cursor over parts of the heat map line, a yellow tooltip:

- Indicates the segment in the Echo. In the example below, the cursor is over minute 19, second 0 of the Echo.
- Interprets the color. In the example below, the cursor is over an orange portion of the heat map so the tooltip indicates that the segment is "warm".

The EchoCenter determines the "heat quotient" of a segment by analyzing:

- The number of views received by a segment
- The number and intensity of discussions generated by a segment
- The number of notes generated by a segment

**Discussions - What Did Students Learn?**

In this section:

- **Overview**
- **Recent Activity Pane**
- **Discussions for a Specific Echo**

**Overview**

You, your Teaching Assistant, or any student can start a discussion while viewing an Echo by clicking the Discussions button (shown below).

These discussions are listed on the EchoCenter page, where you can view them in summary and respond to a particular comment. You can see:

- A list of all discussions in the Recent Activity pane
- Discussions specific to a particular Echo

Discussions offer an informal way for you to help students understand a topic or for students to help each other.

**Recent Activity Pane**

The Recent Activity pane (shown below) shows the most recent discussions in the course. **These could have occurred in any Echo**, not just the most recently recorded Echo.
A new discussion topic is tagged as **TOPIC**. A reply to an existing topic is tagged **REPLY TO**. Clicking on either of these or the course name opens the Echo to the scene that elicited the discussion.

The date and time shown beneath each item is the date and time it was entered. This can be any time after the Echo was posted to the EchoCenter page.

The most recent discussions are posted at the top of the pane:

- Click the Refresh icon in the upper-right corner to update the pane
- Use the slider to see earlier discussion topics

You can monitor these discussions or ask your Teaching Assistant to do so. You might want to:

- Respond to discussions or start a new discussion. To do this:
  1. Click on an item (either a **TOPIC** or **REPLY TO**) or click on the course name to open the EchoPlayer.
  2. Click on the Discussions button in the EchoPlayer.
- **Make a Personal Capture recording** that amplifies a discussion topic.

**Discussions for a Specific Echo**

You can see the discussions for a specific Echo:

1. Select the Echo with the discussions you want to see.
2. Click on the Discussions tab.
3. Click on any discussion to open the Echo at that scene.
4. In the EchoPlayer, click on the Discussions button to add a comment.

Student Usage Reports - Are Students Engaged?

In this section:
- Overview
- The Student Aggregate Report
- The Student Specific Report

Overview

EchoCenter content engagement analytics allow you to improve your teaching in these ways:

- You can identify students who may be falling behind
- You can identify students who are working diligently

You can also use engagement analytics as part of a broader analysis.

- You can export all student data to a .csv file that can be opened and manipulated in Excel or another spreadsheet program. This allows for integrated analysis: You can combine the engagement analytics with data from other academic systems, such as learning management systems, homework applications or e-portfolios. Doing so provides a more complete picture of student engagement.
- You can include lecture review in course assessment. In a distance learning course, for example, you might use participation in LMS-based discussions as an input when calculating a student's attendance score. You could also include lecture review as another input. Students can raise their attendance score by diligently reviewing every Echo.

Two different EchoCenter reports give you these insights:

- The student aggregate report
- The student detail report

The Student Aggregate Report

Overview

As an Instructor, you try to assess each student's learning experience:
- Did he attend every class meeting?
- Did she seem to be paying attention in class?
- Did she ask questions that either demonstrated understanding or sought clarification?

Engagement analytics give you data on what students are doing outside of the class.

The student aggregate report shows engagement data for each student in a section. For each student you see these parameters.

- **Name (ID).** This parameter shows the student name in first name, last name, format. It may also show additional IDs.
- **Unique Views.** This parameter is the number of different Echoes the student has viewed. For example, if you have presented 12 lectures (and every lecture has been made into an Echo), then a diligent student would show 12 in this field, indicating that he has viewed each lecture once. In general, a higher number indicates higher engagement.
- **Cumulative Views.** This parameter is the total number of Echoes the student has viewed. Continuing with the example given above, if your diligent student viewed each Echo twice, this field would show 24. In general, a higher number indicates higher engagement.
- **Completion.** This parameter is the amount of the Echo that was viewed. A student who watches every scene of an Echo generates a completion rate of 100% for that Echo. This parameter is the average completion rate for all Echoes viewed. In general, a higher number indicates higher engagement.
- **Bookmarks.** This parameter is the number of bookmarks posted for all Echoes. In general, a higher number indicates higher engagement.
- **Discussions.** This parameter is the number of discussion topics posted for all Echoes. In general, a higher number indicates higher engagement.
- **Downloads.** This parameter shows if the student downloaded Echoes (to an iPod, iPad, or laptop), as opposed to watching Echoes streamed in the EchoPlayer. If a student has downloaded an Echo, his interactions are not collected. This means that many parameters may be unusually low, seeming to indicate that the student is disengaged. This may not be so. See Students Who Download Echoes Have Skewed Data for details.
- **Live Views.** This parameter is the number of times a student has attended a live webcast as opposed to attending the class in the classroom.
- **Last Viewed.** This parameter, in conjunction with the Date Viewed parameter, can help you detect either a diligent or disengaged student. A diligent, engaged student views each Echo soon after it is posted. A less engaged student shows a bunching pattern, viewing many Echoes for the first time just before an exam.
- **Date Viewed.** This parameter is the date a student last viewed any Echo. In conjunction with the Last Viewed parameter, it can help you detect either a diligent or disengaged student.
1. Students Who Download Echoes Have Skewed Data

**Think Before You Conclude.** If a student shows low numbers for the first six parameters listed (Unique Views, Cumulative Views, Completion, Last Viewed, and Date Viewed), you might conclude that she is not engaged. Before drawing that conclusion, look at the Downloads parameter. A student may have downloaded many Echoes and be diligently viewing them, but these activities will **not** be reflected in the first six parameters.

**Why is the Data Skewed Like That?** When a student views an Echo via the EchoPlayer, the EchoSystem Server (ESS) can collect the parameters listed above. When a student downloads an Echo, communication with the ESS is broken and no such data can be collected. Because it is not collected, the first six parameters are low.

**Therefore.** Consider the Downloads parameter before drawing conclusions about a student’s engagement.

---

**View the Student Aggregate Report**

1. Navigate to the EchoCenter page for the section.

![Image of EchoCenter page]

2. Click the Reports tab.

![Image of Echo and Reports]

3. Review the student aggregate report, which is shown by default.

![Image of student aggregate report]

---

**Explore the Report Features**

*Hide or Show Additional IDs*
The report always shows students names as first name, last name ("Carlos Garcia"). Additional IDs, shown in parentheses under the EchoCenter ID, are those used in other systems, such as a learning management system (BlackBoard, Moodle) or a grading report system. These systems may use different name formats for the same student. ("cgarcia" instead of "Carlos Garcia"). Showing the additional IDs allows you to integrate data from engagement analytics with data from other systems.

If you do not want to reconcile data with other systems, we recommend hiding the IDs. This makes the report easier to read.

Sort Columns to See Maximums and Minimums

You can sort most columns by clicking on the column heading.

A few columns are not sortable, but you can export a report and manipulate the data in Excel or another spreadsheet program. See Export to a Spreadsheet.

Navigate through the Report

If the report contains more names that can be displayed on a single page, it is divided into pages. Use the page icons at the bottom of each page (or the Forward and Backward arrow buttons) to navigate through the report.

Adjust the Number of Names Per Page

Click the control at the bottom of the report to adjust the number of names shown on the page. The more names you show on each page, the fewer pages in the report.

Export to a Spreadsheet

Exporting data to a spreadsheet allows for integrated analysis, as described in the Overview.

Both the student aggregate report and the student specific report are exported.
The student aggregate report (student-usage-aggregate.csv) shows the same student aggregate data as you see on the EchoCenter page.

The student specific report (student-usage-specific.csv) shows specific data for every student. This is different from what you see on the EchoCenter page. On the EchoCenter page, the student specific report shows detailed data for a single student.

Follow these steps. This procedure shows the steps for a Macintosh. The procedure is similar for Windows.

1. Click the Export button.

2. The reports are prepared, compressed into a zip file, and exported. Notice that the Export button changes, as shown below, to indicate the export is in progress.

3. When the reports are ready, you see the open/save dialog box, as shown below.

4. Either open the report or save it. In this example, we save the report to the desktop, as shown below. Notice that the report is a zip file.

5. Expand the zip file. You see both the zip file and the individual files in a separate folder, as shown below.
6. Open the folder, then open either report and manipulate the data as you wish. In this example we opened the student aggregate report and sorted the Average Viewing Percentage parameter.

Navigate to the Student Specific Report

1. Click on a student name.

2. The student specific report for that student opens.

The Student Specific Report

Overview

The student specific report shows student interaction with a particular Echo. For each student and each Echo you see these analytics:

- **Echo Date (Title).** This parameter is the title of the Echo and the date it was recorded.
- **Completion.** This parameter is the amount of the Echo that was viewed. A student who watches every scene of an Echo generates a completion rate of 100% for that Echo. In general, a higher number indicates higher engagement.
- **Total Minutes.** This parameter is the total minutes viewed. In general, a higher number indicates higher engagement.
- **Discussions.** This parameter is the number of discussion topics posted for the Echo. In general, a higher number indicates higher engagement.
- **Bookmarks.** This parameter is the number of bookmarks posted for the Echo. In general, a higher number indicates higher engagement.
- **Last Opened.** This parameter is the date the Echo was last viewed. In general, a recent view date indicates higher engagement.
- **Participated Live.** This parameter shows if the student attended a live webcast as opposed to attending the class in the classroom.
- **Downloads.** This parameter shows if the student downloaded the Echo (to an iPod, iPad, or laptop), as opposed to watching the Echo as it is streamed in the EchoPlayer. If a student has downloaded an Echo, his
interactions are **not** collected. If a student has downloaded an Echo, his interactions are **not** collected. This means that many parameters may be unusually low, seeming to indicate that the student is disengaged. This may not be so. See [Students Who Download Echoes Have Skewed Data](#) for details.

**View the Student Specific Report**

1. Navigate to the student specific report by using one of the methods below:
   - Navigate from EchoCenter page:
     a. Click on the Reports tab.
     b. Click on the Student Specific Report button.
     c. Enter the name of the student.
   - From the student aggregate report, click the name of the student.

2. Review the student specific report. You can sort columns, export the data, and navigate through this report as you can with the student aggregate report. See [Explore the Report Features](#).

**Improve Learning - Add Descriptions for Each Echo**

In this section:
- [Why Add Descriptions?](#)
- [Echo Descriptions Are Different From Section Descriptions](#)
- [Procedure - Edit the Description and/or Title for a Specific Echo](#)

**Why Add Descriptions?**

You can help students get the most out of each Echo by adding a short description for each one. Descriptions appear in the Information tab of the student’s EchoCenter page.
Adding a description helps you and your students navigate to the correct Echo. Say, for example, that a student wants to review your discussion on phonemes. Launching and listening to every Echo in the course would be a daunting task. If you add a description, the student can quickly find the Echo titled “Phonology”. This is likely to be the correct Echo.

**Echo Descriptions Are Different From Section Descriptions**

This procedure shows how to add a description for a specific Echo. Your System Administrator may have added a description for your particular section (“This introductory course covers...”). If you do not add a custom description for the Echo, the section description appears for the Echo.

You can also change the title of an Echo. The title, like the description, comes from the particular section. If you do change an Echo’s title, be sure it still identifies the section in a way that students will recognize.

---

**Best Practice: Add a Description for Every Echo**

If you add a description for one Echo, add a description for every Echo. If you do not, students see a specific description for some Echoes (“Phonology”) but the section description (“This introductory course covers...”) for others.

This task can be delegated to a Teaching Assistant.

---

**Procedure - Edit the Description and/or Title for a Specific Echo**

1. Navigate to the EchoCenter page for the section.
2. Find the Echo you want to customize with a description or new title. All Echoes for the section have the same title, the title of the section, unless they have been manually changed.

3. Click the **Information** tab to show the Echo's information. Notice the small "pencil" icons located to the left of the title and description, as indicated in the figure below.

4. To edit the **Description**, click the pencil icon next to the description.

5. Change the text in the Description text box, then click the **check mark** below the text box, as shown in the below figure, to save your changes. To cancel your changes, click the **X**.
6. To edit the **Title** of the Echo, click the pencil icon next to the title.
7. Change the text in the Title text box, then click the **check mark** below the text box, as shown in the below figure, to save your changes. To cancel your changes, click the **X**.

The changes you make take place in real-time. If you make changes to the title or description, students will see those changes immediately.

**Other Items on the EchoCenter Page**
Overview

Other items included on the EchoCenter page are described on this page.

Live Webcast Button

If a live webcast is scheduled, you will, initially, see a banner announcing it. About 15 minutes before the scheduled start time of the live webcast, and during the webcast itself, you will see a button (as shown in the figure below) that allows you to join the webcast.

If you are using Lecture Tools and want to prepare items for the Live webcast prior to it starting, see Prepare Lecture Tools Course Materials below, as well as Using Lecture Tools with EchoCenter.

Upcoming Recording Banner

The next lecture scheduled for capture is listed at the top of the EchoCenter page, as shown in the figure below.

Prepare Lecture Tools Course Materials

If your organization is using Lecture Tools in combination with EchoCenter, you may see "Course Tools" buttons that provide access to the Lecture Tools system, and allow you to prepare and publish materials for your courses.

The figure below shows the top banners of the Instructor's view of an EchoCenter, with the Lecture Tools access buttons described below the figure. Both buttons open Lecture Tools and link to the corresponding course in Lecture Tools.

- Prepare Lecture - The Prepare Lecture button appears only for Live Events, allowing you to prepare materials such as polls or in-class quizzes and questions prior to the beginning of the event. This access is available anytime before the next Live event begins (and immediately following the end of any previous live event).
- View Course Tools - The View Course Tools button is available any time for all courses whether scheduled
as a Live event or not. It allows you to prepare materials such as polls or in-class quizzes and questions prior to the beginning of a class.

You will also see a Lecture Tools button for preparing a lecture to the left of the Play button in the EchoCenter, as shown in the below figure. This button also opens the corresponding Lecture Tools course and allows you to prepare materials for any of the lectures for the course.

![Information Tab](image)

**Information Tab**

Click on the Information tab to:

1. See identifying details (date, type, duration) about the selected Echo.
2. Get access to Lecture Tools materials if integrated with your system. This is the green E button shown in the below figure, to the left of the Play button. See [Using Lecture Tools with EchoCenter](#) for more information.
3. Download Podcast or Vodcast versions of the Echo. The below figure shows that downloads are disabled. If downloads are available, you will see "Podcast" and/or "Vodcast" links in the Downloads section of the tab.
4. See a description of the Echo if you entered one (see [Improve Learning - Add Descriptions for Each Echo](#)).

Follow these steps:

1. Select the Echo with the information you want to see.
2. Click on the Information tab, circled in the below figure.

![Bookmarks Tab](image)

**Bookmarks Tab**

You or a student can add a bookmark to an Echo by clicking the Bookmarks button (shown below) while viewing the Echo in the EchoPlayer.
Bookmarks are important for students because they:

- Tag important parts of the Echo, allowing the student to quickly navigate to a certain point
- Can serve as brief course notes, offering an overview of what was covered in a particular lecture

Users only see their own bookmarks. You see the bookmarks you added. Each student sees the bookmarks he/she added.

Follow these steps:

1. Select the Echo with the bookmarks you want to see.
2. Click on the Bookmarks tab.
3. Notice that the date below the bookmark is the date the bookmark was added to the Echo. It is not the date the Echo was captured.
4. Click on the bookmark to open the Echo to that point.

Available/Other Control

As the school year progresses, the list of Echoes can become long and unwieldy. The Available/Other radio buttons help you organize the list of Echoes.

Click the Available button to see a list of Echoes that have been processed.

Click the Other button to see a list of:
Echoes still being processed.
Scheduled recordings.
Echoes that are marked Not Available. See Manage Echoes for Academic Staff for instructions on marking an Echo as Not Available.
Class meetings that were not captured as Echoes.

An example of the Other list is shown below.

The Other list provides the following options and information:

1. Available/Other drop-down list. Allows for toggling between the Available Echoes and Other Echoes
2. Hide Unavailable/Show Unavailable drop-down list. This control is especially convenient for students, who can shorten the list by hiding unavailable Echoes. Echoes can be unavailable for a variety of reasons:
   - You, the Instructor, may have marked an Echo as unavailable
   - A class meeting may not have been captured because of a power outage or other malfunction
3. The number of Echoes in the list.
4. The status of any Echoes listed. This may identify that the Echo is being processed, or that the Class meeting was not captured. Most class meetings are captured and become available as Echoes, so it is helpful to see this case explicitly noted.

Preferences Button

The Preferences dialog box allows you to specify a variety of options that ensure you are using the EchoCenter to the fullest extent. In general, you can leave these options at the default values. However, you might want to change some options to customize the EchoCenter for your particular situation.

Follow these steps:

1. Click the Preferences button.

2. You will see one of the Preferences dialog boxes shown below. The dialog box you see depends on the security configured for your section.
   - If the section requires a login, you see the longer dialog box, including presenter and export options.
   - If the section does not require a login ("anonymous access") you see the shorter dialog box.
   - These instructions assume you see the longer dialog box. If you do not see it, consult with your System Administrator. Credentialed access (access that requires a login) allows you to use the Presenter tool and report export.
3. The display name is the name students see when you are chatting and asking questions in the EchoPlayer.

To change your display name, follow these steps:

a. Click anywhere on the display name ("Professor Gagne" in this example).

b. The display name becomes an editable field, as shown in the below figure.

![Display Name Edit](image)

[c. Edit the name.]

d. Click the check mark to save the edited name. Click the X to cancel any changes made in the field.

4. Select your preferred Theme.

- The Dark and Light themes control the background of the Echo
- The Screen Reader theme is optimized for the visually-impaired.

5. Select your preferred connection speed. The connection speed that can be supported depends on the quality of your network. We recommend choosing Auto-Select (this is the default).

6. Check or uncheck the Presenter Tools check box. Checking the box gives you access to tools that are useful when doing a live webcast. See Live Webcasting for Academic Staff.

7. Check or uncheck the Export usernames check box. We recommend that you leave this box checked (this is the default).

- This option may be useful if you will export engagement analytics to a spreadsheet (see Student Usage Reports - Are Students Engaged?).
- If you do so, the student name on the report will be the name EchoCenter uses. This is the student's
first name and last name ("Carlos Garcia").

- However, you may want to compare the engagement analytics reports with information from other systems, such as a learning management system (BlackBoard, Moodle) or a grading report system. These systems may use different name formats for the same student. ("cgarcia" instead of "Carlos Garcia").

- When this box is checked, the exported engagement analytics report shows both name formats, allowing you to reconcile data from engagement analytics with data from other systems.

8. Move your cursor away from the dialog box. The box disappears. Your changes have been saved.
These inputs commonly include:

- A video feed, which may be a headshot of you or a shot of the entire classroom
- A display feed, showing your PowerPoint or other presentation from the classroom computer.

4. You may leave the Media Monitor open for the duration of the class, or you can click the **Applications** button to return the Apps list.

---

**Monitoring Through the ESS is Not Recommended**

Some instructors are in the habit of logging into the ESS interface and monitoring classroom captures and sections through the Monitoring tab. For live webcasts, this method is not recommended. While you see a Monitor link for a live webcast currently being captured, the link only provides the student view of a live webcast, which does not contain the additional monitoring and capture control features available to presenters. Instructors should always log into their EchoCenter pages and access live webcasts from there, to monitor and control live webcasts.

---

**View Attendees of the Webcast**

You may want to see which students or how many students have logged into the webcast. Follow these steps:

1. Log into the webcast as an Academic Staff member, to access the Presenter view.
2. Click the **Presence** button located in the Apps list, shown in the following figure.
View Attendees of the Webcast

You may want to see which students or how many students have logged into the webcast. Follow these steps:

1. Log into the webcast as an Academic Staff member, to access the Presenter view.

2. Click the Presence button located in the Apps list, shown in the following figure.

3. The Apps list changes to show a list of who is logged into the webcast along with a tally of the total number of students online, as shown in the below figure. Notice that the Instructor for the webcast is identified with a special icon, and the Instructor's user name is shown in bold. These identifiers also apply to the TA assigned to the section.

4. You can leave the presence list open for the duration of class, or you can click the Applications button to return to the Apps list.
1. **Why Is Nobody Watching?**

   Presence only shows logged in users. If the section or event does not require users to log in, you may see no entries in the presence list, or you may see only a few users, those whose login carried over from a previous EchoCenter or LMS session.

   If the presence list is always empty, ask your System Administrator if authentication is required for your section.

---

**Control the Capture of the Live Webcast**

You can control the live webcast of your class in the same way you would control an Ad Hoc recording of a class (see [Classroom Capture for Academic Staff](#)). You can also extend a webcast beyond its scheduled end time if necessary.

In most cases, your primary use of the capture control feature of a live webcast will be to pause and resume the webcast as needed, though you also have the option to start the webcast early or stop the webcast, or to extend the webcast beyond the scheduled time.

Pausing a webcast may be useful for short breaks in the class, or for taking time to set up a classroom activity that may not need to be captured or broadcast. However, the end time/duration of the scheduled class remains the same, so pausing for these is not necessary.

If you do decide to pause the webcast, keep in mind the following:

- While paused, anything that happens in the room is not broadcast to remote students and is not captured in the Echo.
- Remote students will see a dark screen with two vertical lines, resembling a Pause symbol. When the webcast is resumed, remote students will again see the broadcast activity from the venue.
- Since remote students will only see a pause symbol, as a courtesy you should:
  - Explain that you are pausing the webcast and why. Use the chat feature, if available, to provide this information on the screen during the pause as well as verbally prior to pausing.
  - State when the webcast will resume. Again, use the chat feature, if available, to provide this information on the screen during the pause.
  - Ask remote students to keep their browsers open, remain logged in, and watch for the webcast to resume.

The pause/resume/extend functionality is accessed through the capture device's web interface, the same way Ad Hoc recordings are accessed and manipulated. Follow these steps:

1. [Access the Presenter view of the live event](#) using an instructor login.
2. From the Apps buttons located on the right side of the screen, click [Capture Control](#), shown in the figure below.
3. From the Capture Control panel, click **Capture Device**, shown in the figure below.

4. A browser window appears, requesting a login. Log in as an Instructor. This opens the capture interface for the device, shown below.
5. Use the **Stop Capture**, **Pause Capture/Resume Capture**, and **Extend Capture** buttons, described below, to manipulate the live webcast as needed.
   - **Stop Capture** - Stop the capture immediately, regardless of time remaining in the schedule.
   - **Pause Capture** - Temporarily suspends the broadcast. Once paused, the button changes to **Resume Capture**.
   - **Resume Capture** - Continues the broadcast. Once resumed, the button changes to **Pause Capture**.
   - **Extend Capture** - Allows you to add time to the scheduled event, up to 30 minutes per request (with no total limit). You cannot extend the time of a webcast past the start time of the next scheduled capture for the device.

6. When finished, minimize or close the browser window to return to the Presenter view of the live webcast.

### Manage Echoes for Academic Staff

In this section:

- **Overview**

#### Overview

As you build up a library of Echoes, you may want to manage them in various ways, as suggested in the table below. Some tasks are done on the EchoCenter page for the section. For others you navigate to the Echoes > Echoes page on the EchoSystem Server (ESS), then use the buttons in the toolbar shown below.

<table>
<thead>
<tr>
<th>Task</th>
<th>Where Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy an Echo (from one section to another).</td>
<td>ESS</td>
</tr>
<tr>
<td>Edit the title and description. These changes can suggest detail and give context to students, helping them understand the Echo. See Improve Learning - Add Descriptions for Each Echo.</td>
<td>EchoCenter</td>
</tr>
<tr>
<td>Make an Echo available or unavailable for viewing.</td>
<td>EchoCenter</td>
</tr>
<tr>
<td>Archive or unarchive an Echo.</td>
<td>ESS</td>
</tr>
<tr>
<td>Add a publisher to an Echo. If students cannot access an Echo that you know you published, you can edit the Echo to add a publisher for the Echo manually.</td>
<td>ESS</td>
</tr>
<tr>
<td>Play the mp3 (podcast) version of the Echo.</td>
<td>ESS</td>
</tr>
<tr>
<td>Play the mp4 (vodcast) version of the Echo.</td>
<td>ESS</td>
</tr>
<tr>
<td>Download the entire Echo as a zipped file.</td>
<td>ESS</td>
</tr>
<tr>
<td>Download the mp3 file for closed captioning. A System Administrator might do this when giving an Echo to a service that adds closed captions.</td>
<td>ESS</td>
</tr>
<tr>
<td>Delete an Echo for Academic Staff.</td>
<td>ESS</td>
</tr>
</tbody>
</table>

## Copy an Echo

### Overview

When you copy an Echo, you copy it from one section (the "source section") to another (the "destination section"). You might want to do this for many reasons.

For example, you might teach both a basic Linguistics course (Linguistics 101) and a more advanced course in phonology (Linguistics 121). You are about to present an advanced topic to the phonology class, but you want to make sure that your students have absorbed some principles that you presented in Linguistics 101. Follow these steps to copy the Echo.

1. Copy the Echo from Linguistics 101 to Linguistics 121. This gives students access to the Linguistics 101 Echo.
2. **Best practice:** Edit the title and description of the copied Echo in the destination section.
   - You do this because the listing on the EchoCenter page does not look the way you might expect.
   - Because the Echo was captured for the Linguistics 101 class, the title is Linguistics 101.
   - Students may be confused when they see an Echo titled Linguistics 101 on the EchoCenter page for Linguistics 121.
   - You can explain this to your students or you can edit the title and description instead.
   - See Improve Learning - Add Descriptions for Each Echo.
3. Suggest to students that they review the Linguistics 101 Echo.
Why Do I Have to Copy the Echo?

You must copy the Echo because students can view only Echoes associated with their courses. You teach both courses and can view both sets of Echoes. Linguistics 101 students can view only Echoes associated with Linguistics 101. Linguistics 121 students can view only Echoes associated with Linguistics 121.

Discussions, chat, and bookmarks associated with the original Echo are not copied to the new Echo.

Procedure

A copied Echo is initially marked as Unavailable. This procedure shows how to copy an Echo and make the new Echo available.

Alternate Option: Use EchoCenter to Make Copied Echo Available

The procedure uses the ESS method for making the copied Echo available through the ESS. We assume that you want to make the Echo available as soon as it is copied. However, you can also make the Echo available through the EchoCenter.

Follow these steps.

1. Log in to the EchoSystem Server (ESS) as an Instructor.
2. Navigate to Echoes > Echoes.
3. Find the Echo you want to copy ("the source Echo"), as shown below. All Echoes for the section have the same title but the dates are different.
4. Hover over the Echo and click copy.
5. Specify the destination term, course, and section. Click Copy.
6. Review the Echo Details page for the new Echo.
   a. Notice the success message at the top of the page.
   b. Notice that the new Echo is marked as Unavailable.
   c. Click Done.
7. Make the new Echo available.
   a. In the Echoes list, click the **Unavailable** tab. Find the new Echo.
   b. If the list has more than one Echo, check the one you want to make available.
   c. In the drop-down list, select **Make available**.

   ![Image of Echoes list with Make available option highlighted]

   d. Click the **Available** tab.
   e. Notice that the Echo is now available. It still has the title of the source section ("Intro to Linguistics" in this example) but is now associated with the destination section ("Ling 121-Phonology T,Th,Sat" in this example).

8. After some time, the Echo also appears on the EchoCenter page. It is easy to recognize because, although most Echoes have the title of the destination section ("Phonology" in this example), the copied Echo has the title of the source section ("Intro to Linguistics" in this example).

9. **Optional**: Edit the title and description of the Echo. See [Improve Learning - Add Descriptions for Each Echo](#).

### Make an Echo Available or Unavailable for Viewing

In this section:

- **Overview**
- **Make an Echo Unavailable**
- **Verify that an Echo is Unavailable**
- **Make an Echo Available**

#### Overview

You might want to make an Echo as unavailable for many reasons. For example, you might want to review it, or have a guest speaker review it, before making it viewable by students. You can make the Echo available later.

When you make an Echo unavailable, students can still see it listed on their EchoCenter pages if they view unavailable Echoes.

**Best Practice: Tell Students When You Mark an Echo as Unavailable**

Students may ask why an Echo is unavailable. If you announce that it is unavailable in class, you can forestall questions and speculation.
Make an Echo Unavailable

This example shows you how to make an Echo unavailable.

1. Navigate to the EchoCenter page for the section.

2. Find the Echo you want to make unavailable.
   - All Echoes for the section have the same title, the title of the section, unless you have changed it.
   - Look for the date beneath the Echo.

3. Click the Information tab, as shown in the figure below.

4. Click Make Unavailable, as identified in the above figure.

Verify that an Echo is Unavailable

Changes to Echo availability are made as quickly as the ESS allows. It may take several minutes or may happen immediately. Use the following steps to verify that the Echo is now marked as "unavailable" in the EchoCenter.

1. If necessary, navigate to the EchoCenter page for the section.
2. Click the Available Echoes drop-down list and select **Other**, as shown in the below figure.

![Available Echoes drop-down list](image)

3. The "Other" Echoes list may appear empty. Click the Hide Unavailable drop-down list and select **Show Unavailable**, as shown in the below figure.

![Hide Unavailable dropdown list](image)

4. Notice that all Echoes currently marked as "Unavailable" now appear in the list, shown below.

![Echoes list with Unavailable Echoes](image)

**Make an Echo Available**

1. Display unavailable Echoes. See **Verify that an Echo is Unavailable**.
2. Click the **Make Available** button, identified in the below figure, to make the Echo available for students.

![Make Available button](image)

**Archive or Unarchive an Echo**

In this section:

- Overview
- Procedure

**Overview**
Your System Administrator may ask you to archive Echoes or you may choose to do so yourself. Archived Echoes are often stored in a tape backup or other offline media. These forms of storage cost less than those used by active Echoes.

Archived Echoes are not available to students. To make an archived Echo available, unarchive it.

You may want to archive all the Echoes for a particular course or section. To do so, follow these steps.

1. Select **Course** in the **Filter By** drop-down box.
2. To select all the Echoes for the course, click **Search**. To select all of the Echoes for a particular section of the course, select the section (as shown below) then click **Search**.

![Search](image)

3. You now have a list of all of the Echoes for the course or all of the Echoes for the section. Use either the **All Displayed** or **All in Filter** option to select all items in the list.

![Select: All 9 (of 9) Displayed Above, All 9 in Filter, None](image)

4. Continue with the procedure below to archive all the selected Echoes.

**Procedure**

This procedure shows how to archive an available Echo. Modify this procedure to unarchive an Echo that has been archived.

1. Log in to the ESS as an Instructor.
2. Navigate to **Echoes > Echoes**.
3. Click the appropriate tab to display the Echo you want to archive. To archive an Echo, click the **Available or Unavailable** tab. To unarchive an archived Echo, click the **Archived** tab.
4. Select the Echo.
5. In the Actions drop-down list on the bottom of the page, select **Archive Selected**.
6. In the pop-up box that appears, do one of the following:
   - Select the archive where the Echo will be saved
   - Click **Add New** and specify a new location

![Archive Presentation(s)](image)

7. Click **Continue**.
8. Notice the progress message at the top of the window.
9. To verify that the Echo was archived, do one or both of the following:
   - Click the **Archived** tab. Notice that the Echo is listed.
   - Notice that the numbers of Echoes in the tabs have changed. The number of Echoes in the **Available** tab is increased by one. The number of Echoes in the **Available** or **Unavailable** tab has decreased by one.
Delete an Echo for Academic Staff

In this section:
- Overview
- Procedure

Overview
When you delete an Echo, you delete it permanently. It cannot be retrieved after being deleted. Before deleting an Echo, consider these alternatives:

- **Make the Echo unavailable.** If you want to keep the Echo but do not want students to view it, you can make the Echo unavailable. When you make an Echo unavailable, students can still see it listed on their EchoCenter pages but cannot view it. You can make the Echo available when you want students to view it. See [Make an Echo Available or Unavailable for Viewing](#).
- **Archive the Echo.** You can also move Echoes to an archive location. Students do not see archived Echoes on their EchoCenter pages. See [Archive or Unarchive an Echo](#).

Deleting a Lot of Echoes?
If you are performing a large-scale deletion of Echoes, or other users have repeatedly deleted presentations and other media from the system, refer to [Deleting Objects from the System](#). This section provides technical information regarding how deletions work as well as a Best Practice tip for defragmenting and re-indexing your database.

Procedure
1. Navigate to **Echoes > Echoes**.
2. Select one of the tabs (All, Available, Unavailable, Archived). Note the number of items listed (Example: **Available: 78**).
3. If you can easily do so, use the Search options to list only the Echoes you want to delete.
4. Do one of the following:
   - To delete a single Echo, hover over the Echo and click **delete**.
   - To delete multiple Echoes:
     a. Check the Echoes you want to delete, either individually or using the Select links at the bottom...
of the page, highlighted in the below figure.

b. Scroll to the bottom of the page. Select **Delete permanently** from the Actions drop-down list, also shown in the below figure.

5. Confirm that you want to delete the item(s).
6. Notice the confirmation message at the top of the page.
7. Refresh the page. Notice that:
   - The Echo is deleted from the list
   - The number of items listed for the tab is smaller

---

**If Echoes Are Not Being Published**

In this section:

- **Overview**

**Overview**

Typically, Echoes are published automatically. On rare occasions, an Echo is not published or publishing is delayed. If students say that they cannot access an Echo that you believe you have published, ask your System Administrator to investigate. The System Administrator must ensure that a publisher is correctly configured for your section.

---

**Edit Echoes for Academic Staff**

In this section:

- **Overview**
- **Open the File**
- **Select the Content to be Edited**
- **Specify Edits**
- **Commit Edits**
- **Preview the Edited File**
- **Save (or Save and Process) the Edited File**
- **Save a Copy to a Different Course or Section**
- **Troubleshooting - If Editing Fails**

**Overview**
You can edit either an Echo (a captured lecture) or additional materials (imported media). For both types of files you can:

- Remove a segment from the middle. You might want to remove:
  - Some student remarks
  - An exam review
- Remove either the beginning or end sections ("trimming top 'n tail"). You may want to do this to remove unnecessary material.

If the Echo contains:

- Both audio-video and display (such as a PowerPoint file), you can edit either the video, the display, or both
- Only audio-video, you can edit the video only

To edit a file, do the following:

1. **Open the file** to be edited.
2. **Select the content** to be edited. You do this only for files that contain both VGA and video.
3. **Specify the edits** to be made.
4. **Commit edits**, if applicable.
5. After editing the file, you can do the following:
   - **Save the file**, This command commits your edits but does not publish the file to students.
   - **Save and process** the file. This command commits your edits and makes the file available to students.
   - **Save a copy to a different course or section**.

---

**Save in the Editor is Different From Copy in the ESS**

When you save a copy of a file in the Editor, the new file created has the edits you have applied. When you copy a file in the ESS, the new file created is a duplicate of the original file, even if you have applied edits to it.

---

**Open the File**

1. Log in to the EchoSystem using your Academic Staff user name and password.
2. Navigate to **Echoes > Echoes**.
3. Click the relevant tab. Clicking the All tab ensures that your file appears in the list.
4. In the file list, hover over the relevant file until the buttons appear, as shown in the figure below.
5. Select **edit**.

6. Scroll to the bottom of the page and click **Edit Media**, as shown in the figure below.
7. Wait while the Echo360 Presentation Editor loads.

8. Notice that the Editor is open in a new active window, but the Edit Echo page is still open in another window, as shown in the figure below.

Select the Content to be Edited

In the Content Pane, click one of the thumbnails in the lower right corner to display either the video or the display content, such as a PowerPoint file. In the figure below, video is displayed.

Specify Edits
Specify a Segment to Remove

You can use either the playhead and buttons or the left and right markers to mark the beginning and end points of the segment to be cut.

To use the playhead and buttons:

1. Position the playhead at the start of the cut.
2. Click the Start Cut button (left triangle). This marks the start cut point.
3. Position the playhead at the end of the cut.
4. Click the End Cut button (right triangle). This marks the end cut point.
5. Click the scissors (Cut) button.

To use the markers:

1. Drag the left marker in to the start of the cut.
2. Drag the right marker in to the end of the segment.
3. Click the scissors (Cut) button.
4. Notice that the cut areas appear gray on the timeline, as shown in the figure below.

Notice the Cuts Pane

The edits are shown in the Cuts Pane.

5. Commit the edits. See Commit Edits.

Specify that the Beginning or End of the File be Removed

1. Drag the left slider in to remove the beginning of the file.
2. Drag the right slider in to remove the end of the file.
3. Notice that the edits are shown in the Cuts Pane, as shown in the figure below.

Drag the right slider in to remove the end of the file.

Notice that the edits are shown in the Cuts Pane, as shown in the figure below.

4. At this point, you can either preview the edited file or save it.

Edit Cuts Using the Cuts Pane
1. Select the relevant row in the Cuts Pane.
2. Click edit.
3. Change the values for Start Cut or End Cut, as shown in the figure below.

Commit the Edits to Make Them Take Effect
At this point, you have specified edits, but they will not be made until you commit them in the Cuts Pane. See Commit Edits.

Commit Edits
1. In the Cuts Pane, click edit for each of the edits you want to commit, as shown in the figure below.
1. Click on the check mark to commit the edit, as shown in the figure below.

2. Click on the check mark to commit the edit, as shown in the figure below.

3. Do this for each of the cuts you want to commit.
4. If you decide you do not want to make the edit, click restore.

**Preview the Edited File**
1. Click the Preview tab.
2. Click the Play button.

**Save (or Save and Process) the Edited File**
1. Click the Save tab. The Edit Overview provides a summary of the edits and the new duration.
2. In the Version Description field, enter a title that describes the edits you made.
3. Click either Save Edits or Process Edits, as identified in the figure below.
   - **Save Edits** commits your edits but does not publish the file to students.
   - **Process Edits** commits your edits and makes the file available to students.
4. Look for a confirmation message saying that the edited media file has been submitted.
5. If you see an error message, take a screen shot of it and forward it to your System Administrator.
6. Expect an e-mail advising you that the file is ready for viewing.
7. To close the Editor, close the tab. The Edit Echo window (which has the details on the Echo you just edited) is now the active window.
8. After the edited file has been processed, notice that:
   - The title you entered in the Version Description field (which described the edits you made) is listed in the Presentation Media Edits section.
   - Two new buttons (Reprocess Media and Restore Unedited Media) have appeared at the bottom of the Edit Echo window, as shown in the figure below.
9. Click **Restore Unedited Media** to delete all of the edits made in every editing session. This restores the file to its original state.

**Save a Copy to a Different Course or Section**

After you have edited an Echo, you can save a copy (or "save new") to a different course or section.

Follow these steps.

1. In the Editor, make all of the edits you want.
2. Save the file, using either the **Save Edits** or **Process Edits** options.
3. Click the **Save New** tab.
4. Populate the fields.

<table>
<thead>
<tr>
<th>Field</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Title for the Echo. You may want to use the same title as you did for the edited Echo. This Echo is an exact copy of it.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>You may want to describe why you are exporting this Echo to a different section.</td>
</tr>
<tr>
<td><strong>Version Description</strong></td>
<td>Describe the edits made to the Echo. You may want to use the same description as you did for the edited Echo. This Echo is an exact copy of it.</td>
</tr>
<tr>
<td><strong>Term</strong></td>
<td>The term (&quot;Winter&quot;, &quot;Spring&quot;) that you are associating the Echo with. This can be the same as the edited Echo.</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>The course that you are associating the Echo with. This can be the same as the edited Echo.</td>
</tr>
<tr>
<td><strong>Section</strong></td>
<td>The section that you are associating the Echo with. This can be the same as the edited Echo.</td>
</tr>
</tbody>
</table>

5. Click **Save**. A dialog box advising success appears, as shown in the figure below.
6. To verify that the Echo was exported successfully:
   a. Navigate to Echoes > Echoes.
   b. Find the new Echo in the list.

Troubleshooting - If Editing Fails

On rare occasions, you receive an error message when you attempt to save an edited Echo.

This may be caused by an over-full .tmp directory. Your System Administrator can correct this by changing the temporary storage location. See Best Practice - Establish a Temporary Storage Location.

Import Other Media for Academic Staff

In this section:

- Overview
- Tools and Formats Supported
- Procedure - Import Media

Overview

Although you probably use the EchoSystem primarily to record class lectures, you might also want to use it to preserve and distribute other materials.

If you are an Academic Staff member, you might want to:

- Upload a video that students should view before discussing it at a class meeting
- Upload materials that expand on a particular lecture
- Upload materials that are not linked to any specific section

If you are a System Administrator, you might be asked to:

- Distribute a guest lecture given at the university by a distinguished alumnae
- Distribute an address given by the university president to colleagues

You can upload any of these materials to the EchoSystem then edit and manage them as you would an Echo.
EchoSystem calls these materials "other media" because they are not captured by the EchoSystem. Instead, you upload them yourself. The process of uploading an external file is called "media import".

You can:

- Upload multiple files to a specific section, though you must upload them one at a time
- Upload files that are not associated with any class or any meeting
- Upload as many files as you like, though your System Administrator may limit the total amount of media you can upload to a section
- Edit files with the standard Echo editing tools

**Tools and Formats Supported**

Echo360 supports the file types listed below. These have been tested.

Echo360 will add support for additional tools and formats. If you use a format not listed here, you can attempt to ingest it. Other formats may work although they have not been tested. If the format you use fails to process correctly, please enter a support request.

*Media Import Supports Stereo Audio Only*

Media import does not support multi-channel audio.

**Audio and Video / Audio and Screen**

The following table lists the currently tested and supported combination audio and video file types.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Video File Format</th>
<th>Video Codec</th>
<th>Audio Codec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camtasia Studio 7 (PC)</td>
<td>AVI</td>
<td>CVID, TSCC</td>
<td>PCM</td>
</tr>
<tr>
<td>–</td>
<td>FLV</td>
<td>VP6F</td>
<td>MP3</td>
</tr>
<tr>
<td>–</td>
<td>M4V</td>
<td>H.264</td>
<td>AAC</td>
</tr>
<tr>
<td>–</td>
<td>MP4</td>
<td>H.264, AVC1</td>
<td>AAC</td>
</tr>
<tr>
<td>–</td>
<td>MOV</td>
<td>H.264, MPEG-4 (mp4v), DV</td>
<td>AAC, MPEG-4 (mp4a)</td>
</tr>
<tr>
<td>–</td>
<td>WMV</td>
<td>WMV9</td>
<td>WMA</td>
</tr>
<tr>
<td>Apple QuickTime</td>
<td>MOV</td>
<td>H.264, MPEG-4</td>
<td>AAC</td>
</tr>
<tr>
<td>–</td>
<td>MP4</td>
<td>H.264, MPEG-4</td>
<td>AAC</td>
</tr>
<tr>
<td>–</td>
<td>M4V</td>
<td>H.264</td>
<td>AAC</td>
</tr>
<tr>
<td>Apple iMovie</td>
<td>M4V</td>
<td>H.264</td>
<td>AAC</td>
</tr>
</tbody>
</table>
Adobe Premier | AVI | DV | PCM
---|---|---|---
| MOV | H.264, CVID | AAC, PCM
Microsoft Expression Studio 4 | WMV | WMV9, VC1 | WMA9
Flip Video - Mino HD | MP4 | H.264 | AAC
Logitech Web Cam Software (PC) | WMV | WMV2 | WMA2
Cam Studio (PC) | AVI | CVID | PCM

### Audio Only

The following table lists the currently tested and supported audio only file types.

<table>
<thead>
<tr>
<th>Audio File Format</th>
<th>Audio Codec</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP3</td>
<td>MP3</td>
</tr>
<tr>
<td>WMA</td>
<td>WMA2</td>
</tr>
</tbody>
</table>

### Procedure - Import Media

Importing media consists of these phases:

1. Choose and upload the media
2. Process the uploaded file

### Choose and Upload Media

1. Log in to the EchoSystem.
2. Navigate to **Echoes > Media Import.**
3. Specify the required settings.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>This setting helps to associate the imported media file with a specific section or event. If the material is not associated with a particular class, use this setting to link the material to a particular time period. Select from the list.</td>
</tr>
</tbody>
</table>
| **Course** | This setting helps to associate the imported media file with a specific section or event.  
If the material is not associated with a particular course, you may have to ask someone to create one, such as "Special Events".  
Select from the list. |
| **Section** | This setting helps to associate the imported media file with a specific section or event.  
If the material is not associated with a particular class, you may have to create a section such as "Alumni Lectures".  
Select from the list. |
| **Section Quota** | The System Administrator may limit the number and size of imported media files. This is done on a section basis. If your section has a quota, the amount of space used is shown here. |
| **Start Date** | You can use this setting to associate the imported media file with a specific class meeting by specifying the day of the lecture.  
You could also specify the date of the guest lecture, the date of the special event, or any other meaningful date. |
| **Start Time** | You can use this setting to associate the imported media file with a specific class meeting by specifying the time of the lecture.  
You could also specify the time of the guest lecture, the time of the special event, or any other meaningful time. |
| **Title** | A descriptive title helps viewers to understand what to expect in the media file. |
| **Description** | A description helps viewers to put the information in the media file in context. |
Media Type

Specify the format of the recorded file.

Audio is for media files containing only audio.

Audio + Video is for standard footage recorded from a video camera, web camera or DVD.

Audio + Screen is for a recording of a presentation on a computer.

The media type specified here will determine the products that are produced from the media file.

4. Click the **Upload File** field. Browse to the file location on your computer and click **Open**.

5. You may see a dialog box asking you to accept a certificate from a website, similar to that shown below. Click **Trust**.

6. Click **Allow**.

7. Notice that the file begins to upload. While it is uploading, the **Upload File** field shows you how much has uploaded.

**Process the Uploaded File**

1. When the file uploads successfully, you see a series of green check marks.
   - If you see a red “X” mark, there was a problem with the upload.
   - Take a screen shot and show it to your System Administrator.
2. Click **Next**.

3. You **may** see the **Select product group** page, as shown in the figure below. This depends on how your System Administrator has configured the EchoSystem. If you do not see the page, skip to the next step.
   - If you see the page, select the product group.
   - "Products" are the devices students use to review the imported media (iPods, mobile phones, computers, and so on).
   - "Optimization" influences how the product will look on the output device. In essence, optimization is a choice between download speed and quality.
   - If a product group optimizes for file size, the quality of the image and the clarity of the sound suffers, but the student sees the file quickly.
   - If a product group optimizes for quality, images are sharp and sound is clear, but the student may wait some time while the file downloads to an iPod or mobile phone.
   - If a product group is balanced between file size and quality, neither file size nor quality is optimized.

4. Click **Start Processing**.

5. Review the Processing Details page, as shown in the figure below.

6. Click **Upload Another Media File** to import another media file to this specific section or any other.

7. After the material is uploaded you can **edit** it with the usual tools. If you are a System Administrator, you can also add **closed captioning**.