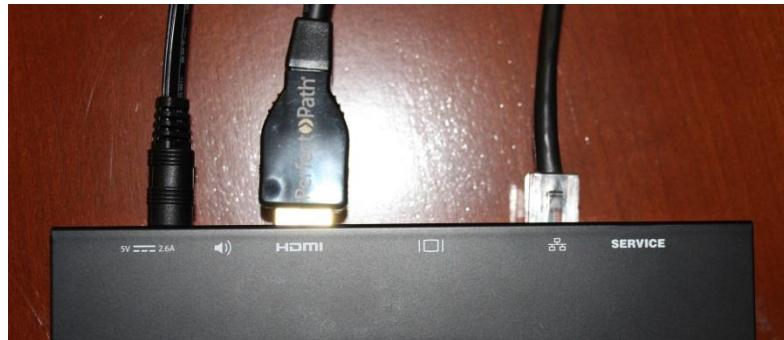


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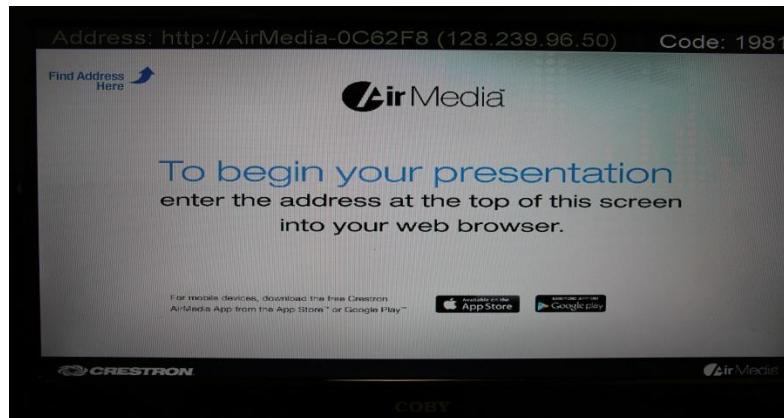
AirMedia



Using Crestron's AirMedia device to promote collaboration in the classroom or boardroom couldn't be easier. The units have already been authenticated to our network and are configured to acquire an IP address once powered up. Three connections are to be made on the device, Network, Video, and Power.



Connecting the Network cable first ensures the IP address will be registered upon power up. Next connect Video, and then Power. You should be presented with this screen.

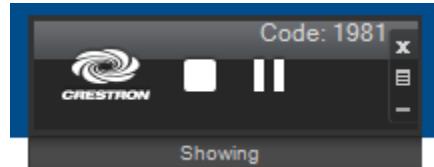


Collaborators should connect straight to the IP address, unless they are using a mobile device, i.e. Smartphones and Tablets. The four digit pin code in the upper right corner of the page will be asked of once the client for either Mac or Windows has been downloaded. For mobile devices there is an App for the Crestron AirMedia available either in the iTunes store or Google Play.

Next we address usage...

Now that you are connected, the AirMedia will capture your ENTIRE screen when run through the client, while the App will only show the photo, document, or video that you select.

With the client running you have a little control widget that displays the pin code, and the stop and pause buttons and the small icons on the right for the option and close buttons.



Pressing the square STOP button will stop your feed and the PAUSE button will freeze the image within the AirMedia client. On the right there is the close, options, and minimize buttons. While the other two should be obvious, the options button provide some control over the source, latency, and quality, but also the “Quad view” button. This give the Collaboration group the ability to show four different screens at once.

The usage idea is a bridge between the monitors in the SOE collaboration classrooms and the big projector screen. This will allow students to project much easier than dealing with a cabled connection at the podium.

For more resources and tutorials, please visit the Technology Integration Center's web page.

