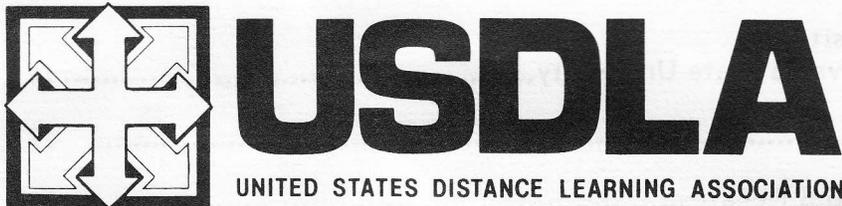
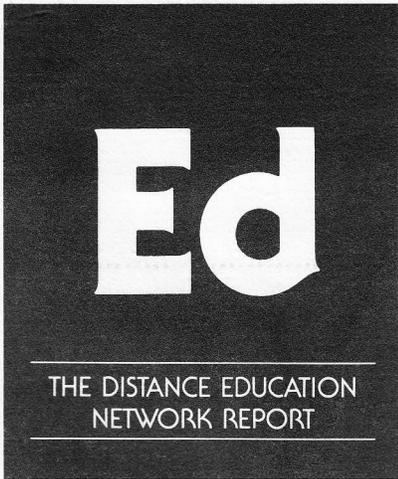


January 1988  
Volume 2 Number 1

Bulk Mail  
U.S. Postage  
**PAID**  
San Ramon, CA  
Permit #104



**NUTN**



Cover Story: Upcoming Teleconference On Educational Technology,  
sponsored by USDLA, NUTN, CSN and T.H.E. Journal.  
See Inside for details.

## Questions, Answers and Alternatives For Distance Educators

Publisher



**APPLIED BUSINESS TELECOMMUNICATIONS**

Box 5106 • San Ramon, CA 94583 • (415) 820-5563

THE DISTANCE EDUCATION NETWORK REPORT

**Contents:** Questions, Answers and Alternatives  
For Distance Educators

	Page
Teleconference On Educational Technology.....	3
Distance Education: Is It A Sound Investment.. By Richard England, Alabama Commission On Higher Education	4
Providing A Network For Student Teachers..... By James M. Schaeffer and Michael Tomlin, University of Wyoming	6
When Distance Education Comes Home..... By Jason Ohler, University of Alaska Southeast	8
Opening Address, Second Annual Distance Learning Conference..... By Dr. Smith Holt, Secretary of Education, Oklahoma	11
Lessons From The Open University By Michael G. Moore, Pennsylvania State University.....	14
<b>EdNews</b> .....	17
Live Via Satellite The Presidential Debates.....	23

**EdNet becomes "Ed, The Distance Learning Newsletter"**

**Ed**

Applied Business  
teleCommunications  
Box 5106  
San Ramon, CA 94583  
(415) 820-5563

Patrick S. Portway  
President & Publisher  
Executive Editor

Patty Portway  
Managing Editor

Denise Herman  
Editor

Jeff Beaver  
Assistant Editor

Theresa Morrison  
Circulation Manager

Just plain "Ed." We have discovered that the name EdNet was already in use and in all honesty, I've never really been thrilled with that name anyway. We do like the logo "Ed," so we've retained, and risking that Bartles and James will refrain from suing us, we've settled on just the name "Ed."

We hope to give **Ed** a personality of his or her own (**Ed** could also be short for Edwina). Beginning at this year's TeleCon and Distance Learning Conference, the United States Distance Learning Association (USDLA) will award a statue male or female depending on the recipient to the individuals who have made the most significant contributions to the advancement of distance learning throughout 1988.

**Ed** will be to distance learning as Oscar is to the movies, giving the recognition of your peers for a job well done. The voting on the awards will be by the members of USDLA and the awards will be presented at a special recognition dinner on October 9th, the Sunday night prior to the Distance Learning Conference.

**Ed** is a publication of Applied Business teleCommunications of San Ramon, California. It is published twelve times a year at the subscription rate of \$45 per year. Copyright 1987 Applied Business teleCommunications. No portion of this publication may be duplicated in any form without the express written consent of the publisher.

teaching about finding a job, writing a resume, preparing for a job interview, and participating in a job interview.

We found that to provide pre-teaching for students participating in the audio teleconference is critical. As mentioned earlier, we do this using a memo which helps the student teacher better understand the technology and teleconferencing concepts, resulting in the student teacher being more comfortable once the teleconference begins.

We also have learned that the format followed for the teleconference contributes to its success. By first addressing planned business and then providing for an open agenda, students have time to become familiar and comfortable with the equipment. They also have time to hear and share experiences with other student teachers which provides seeds for discussion. After initial discussions many of the student teachers are anxious to ask each other specific questions about teaching while other students use this time to renew old acquaintances they had from campus. It also seems to be helpful for all the student teachers know what those who they are talking with look like. We facilitate this by sending photos of all participants in the memo before the teleconference.

### Summary

Research examining the student teaching experience has shown that providing networking or interaction among student teachers is an important aspect of this pre-teaching service experience. To provide this opportunity for student teachers located in isolated rural communities, the University of Wyoming is using audio teleconferencing. Feedback from student teachers indicates that what they enjoy most about the teleconferencing experience is talking with other student teachers which allows them to share experiences and ideas with fellow student teachers. Both students and teachers feel they are not alone in their student teaching experience.

Given the positive responses from student teachers and the relative low cost of the technology we feel this approach holds potential for enhancing the pre-service experience for student teachers located in rural areas.

\* \* \* \* \*

## WHEN DISTANCE EDUCATION COMES HOME

By Jason Ohler, Educational Technology Program Director,  
University of Alaska Southeast

In the industrial age we went to school; in the information age school comes to us.

This thought should guide those who develop the distance education infrastructure for a reason that is not immediately apparent. The real payoff for distance educators is not in serving the needs of distance learners but in serving an entire world of students who would rather learn at a distance no matter how local school might be. Once the infrastructure is in place--technically and politically--parents, employers, and students will have an alternative to the centralized school.

At first, electronic education will require a special kind of student, highly motivated and disciplined. As it develops and becomes less a novelty, however, more will gravitate toward it. That distance learning will develop presumes that the distance education market can appeal to more than just the geographically disadvantaged. In fact, there are three basic reasons people do and will consider distance, home, or on-site learning:

- 1) because they are so remote or disabled that they can't commute ;
- 2) because they want to avoid the socialization that occurs in school, or conversely, because they want to use telematerials to reinforce a particular viewpoint or learning dynamic; or
- 3) because they want access to the resources that only the world of electronic media can provide, transporting specialists from around the world into the privacy of their homes, schools, and businesses.

In all three cases, technology is called upon to overcome what has come to feel like the tyranny of time and distance that separates student from teacher. It is as if time and space were design flaws in nature that we as a culture are determined to correct.

distance telephone lines and speaker phone equipment.

Why audio teleconferencing? Audio teleconferencing is utilized by the University of Wyoming for many reasons:

- o Teleconferencing is flexible. It can reach more people across a larger geographical area with the use of simple phone lines.

- o This kind of delivery system, of course, allows the necessary interaction between students and teacher.

- o Teleconferencing is also considered cost effective because it eliminates travel, decreasing costs and travel time for its users.

- o Another reason audio teleconferencing is used is because it is a technology that is readily available now to most citizens of Wyoming. Utilizing simple phone lines, any site in the state or elsewhere can be reached without the purchase of special receive or send equipment.

- o Finally, audio teleconferencing was chosen because using the technology requires little or no training. If individuals can dial or answer a telephone they have the training necessary to use audio teleconferencing.

### **The Solution**

With the above benefits in mind, it seemed logical that the technology might easily be applied in implementing the concept of round tables.

The procedure for preparing for the student teacher's first audio teleconference includes first sending each student teacher a memo to notify them of the teleconference. The memo includes the time and day of the teleconference along with some pre-teaching about what to expect with audio teleconferencing. Each student is asked to be prepared to discuss four items. These include: 1) their supervising teacher, 2) their students, 3) their successes so far, and 4) their problems so far. Each memo also includes photocopied pictures of each student

teacher and the University Supervisor--personalizing the technology at least to a minimal level.

On the night of the teleconference, each student teacher is called at his/her home allowing individuals to participate without leaving home. After all students are called they are connected through the teleconferencing bridge.

A typical round table begins with the University Supervisor taking roll of those student teachers who are present. Following this, the coordinator of teleconferencing or one of the teleconferencing engineers welcomes student teachers to the teleconferencing system and quickly describes the system and items of which students should be aware while participating in the teleconference. This de-mystifies the technology and hopefully makes the student teachers more comfortable with the technology.

After these introductions, the University Supervisor asks each student teacher to discuss one of the four topics the students were asked to prepare. The University Supervisor provides feedback and facilitates discussion based on student's responses. At the end of the teleconference the University Supervisor provides time for an open agenda. The open agenda gives students the opportunity to discuss with each other any topic of interest. Discussions range from re-newing campus acquaintances to the exchange of pedagogical ideas and methods.

### **Lessons We Have Learned**

Our experiences with student teacher teleconferences indicate that two teleconferencing sessions for student teachers is most effective. The first session usually takes place either in the second or third week of the student teaching experience. By this time, the University Supervisor has had an opportunity to visit face-to-face with all student teachers at least twice. The student teacher has started to build a rapport with the cooperating teacher and may have had some teaching experience.

The second teleconference is held near the end of the student teaching experience. In this final teleconference, the University Supervisor provides more directive

On this note, let's take a moment to consider what the future may hold:

Such determination will lead to more and varied attempts at educational programming, which will include specific biases, such as christian or business oriented programming. For the most part the educational programming industry will be self-regulating, though at some point regulation will become necessary, even welcomed. The telecommunications industry will want transmission and reception standards, and the education community will want definitive guidelines for the information-age equivalent of the three Rs; and, just as important, it will be important to define what is considered nonessential or extra.

It is the 'extra' market that will be open field for electronic educators and program producers--at least in the beginning. As the information age progresses, and indeed we are now just in its most naive infancy, producers will also attempt to electronify mainstream curriculum. But school's most valuable functions may well become all those things we now consider secondary; choir, sports, the arts, access to expensive equipment and laboratories, socialization and individual attention.

It will be the era of intense competition or supreme cooperation as learning becomes a telecast commodity. Agencies and entitites of both public and private sectors, wanting the same kinds of information resources and services, will either work together to develop information co-ops or they will cut themselves to ribbons fighting over access to transmission systems.

In the process, a new cottage industry will begin to emerge with some success. Studio video equipment will become cheap enough and easy enough to use that producing broadcast quality video will be within grasp of the devout hobbyist. Thus will be born 'home production,' the video equivalent of print's desktop publishing. A plumber will offer a one-credit course in do-it-yourself bathroom remodelling; the garden club on how to correctly put a garden to bed for the winder; a lawyer on tort reform.

Several ways are available to get such a system to pay for itself. The Information Co-Op hold the greatest hope; that same plumber, group of gardners and lawyer, along with people from every other walk of life, pays a monthly fee to subscribe to a channel offering certified course work. The tricky area will be accreditation. With so many independents offering an education, how do you tell who's for real and who are the unscholarly opportunists? It is the kind of legal issue that keeps government regulatory litigationists perpetually employed. They will also have a good time regulating the Tymnets and Telenets of the video world, who will use fiber optics, compressed data techniques and other technology we can't foresee yet to offer the same kinds of deals for hauling video as they now offer for packet-switched data.

Print will never die. It is tactile, portable, unbreakable, and forever compatible. We will finally see video, voice, and data in a truly unified application. The now popular 'talk-back' format (one-way video, two-way audio) will be augmented with data that travels in tandem with video and audio signals. I have seen aspects of this configuration demonstrated by a Santa Cruz, California company, DMSAT. With the addition of a common microcomputer on the originating end, data can be dumped to any downlink

Continued on page 16