

# Distant Education Technologies and Multimedia Development

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## **Abstract**

I choose video teleconferencing because it has numerous opportunities enhancing instructional methods in the educational and corporate environments. For example, besides the often usage of graphics, the teacher can use other "video tape sources" such as documentary, educational, and training films. to augment the curriculum along, with the video conferencing teacher there is a facilitator, who collaborates in scripting, storyboarding, and technical assistance for the live broadcast. In addition, the teacher can also introduce asynchronous web instruction and learning activity to further enhance the students' distant education learning experience. Finally, there are two questions about distant education: How do you evaluate online education and are there ideal models of distant education that other universities can learn from?

## **Literature Review**

One area of research that interests me is how the teacher may use documentary and educational videos (Film pg 101 William Philips 2002) to support video conferencing in the classroom. Another role for the distant educator is working with a partner called a facilitator, whose function is to help plan, design and implement the video classroom experience (<http://www.atl.ualberta.ca/articles/conf/story.cfm>).

There are advantages and disadvantages of video conferencing (<http://fcit.coedu.usf.edu/DISTANCE/chap9.htm>) from the cost to the teacher's new role as a distant educator. Also, how do you evaluate student-learning objectives and what are the students' attitudes before, during and after a program or course. And how do test and quizzes (feedback and response) determine the learning objectives (<http://www.atl.ualberta.ca/articles/conf/story.cfm>). Once the synchronous videoconferencing classroom is videotaped for archival purpose, students can use the asynchronous **web learning activities** to have later discussions called "global classrooms" with the same students at the other distant locations (Hackbarth 1999) and (<http://www.officeport.com/jharris/>).

No matter what instructional strategy is used in distant education, the main concern is how to effectively evaluate it. Finally, what is the prediction of the future of distant education? How will the stakeholders take advantage of the change? (<http://www.thejournal.com/magazine/vault/articleprintversion.cfm>)

### **Other Video Sources.**

When the teacher is lecturing at the videoconferencing classroom to another distant site, he or she can also show other videos and graphics to supplement the lecture.. So what kind of videos do you present? Specifically, documentary and educational videos are used because the purpose of these films represents subjects or topics as factual or informative.

“Most documentary films tell no narrative or story. These nonnarrative documentaries includes most scientific films, many TV documentaries, industrial films, (which present information about accompany or industry), training films, promotional films and many TV advertisements.” (Film pg. 301 William Philips 2002)

The instructional technologist and/or teacher should learn basic film theory as it applies to all aspects of filmmaking. Then, the teacher gains more knowledge on how to use other video sources or, perhaps, make their own documentary or educational film.

### **The teacher and facilitator creating the storyboards.**

While the distant education teacher plans the content, he or she must work with a facilitator, who supports the technical end of running the studio, can also assist the teacher in planning the script and storyboards (<http://www.atl.ualberta.ca/articles/conf/story.cfm>). This is important in coordinating the lecture with CUTS between the teacher’s lecture, graphics, white board messages, and videos, with a question and answer session.

### **Advantages of Video Technologies**

The biggest advantage of video conferencing classroom is the inter-connective feelings between the teacher and the distant locations students. The disadvantage is the cost, the planning, and technical support team. That said, perhaps, Instructional Technology Departments should, not only include educational filmmaking, but also create a course on “how to plan, design, and produce a video conferencing classroom.” ( <http://fcit.coedu.usf.edu/DISTANCE/chap9.htm>)

## **Web Based Learning Activities**

Once the videoconference classroom is over then taped for reference, you can use several web based learning activities such as “Global Classrooms” for students to express their thoughts, information gathering, or problem solving to each other about the subject. (Hackbarth pg..145 1999). Judi Harris created these “activity structures” for Distant Education (<http://www.officeport.com/jharris/>) By using a combination of synchronous video conferencing with asynchronous web courses, such as “activity structures”; connectives with other students are key in sustaining interest, motivation, and knowledge acquisition.

## **Evaluating Distant Education**

All the stakeholders in distant education from teachers, students, instructional designers, parents to school administrators, one of the concerns is “how do you evaluate distant education?” One part of this question is how do you evaluate student learning outcomes and what are the students’ attitudes before, during and after a program or course. How does test and quizzes (feedback and response) determine the learning objectives; Specifically, how does the learning performance objectives measure the level of learning such as recall, comprehension, and application, and critical thinking.

The University of California at Berkeley website

<http://www.ucltc.org/teaching/research.htm#assessmentties> attempts to answer those important questions. The website acknowledges a list of assessment and evaluation tools and resources that are user friendly for navigation design and content design.

## **What is the Ideal Model for Distant Education?**

What is considered the ideal model distant education? Where do the stakeholders stand?

<http://www.thejournal.com/magazine/vault/articleprintversion.cfm?aid=2594>

T.H.E Journal reports one private university, Dyson School of Arts & Sciences at Pace University in New York. However, what the school has accomplished can be a model for other universities to learn from. I have seen the different departments at San Francisco State that are not taking advantage of distant education technology, along with faculty reluctance to learn anything about it.

## **Conclusions**

With the ever-changing tide and trends of the new technology, it is understood that the new media of distant education will never replace the role of the teacher in the classroom. Further, as a multimedia developer, I acknowledge the teacher’s role is paramount for developing distant education. This research has increased an understanding of how the teacher, instructional designer, educational administrators and students should collaborate and transfer meaningful education for pro-active learners.

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