1988

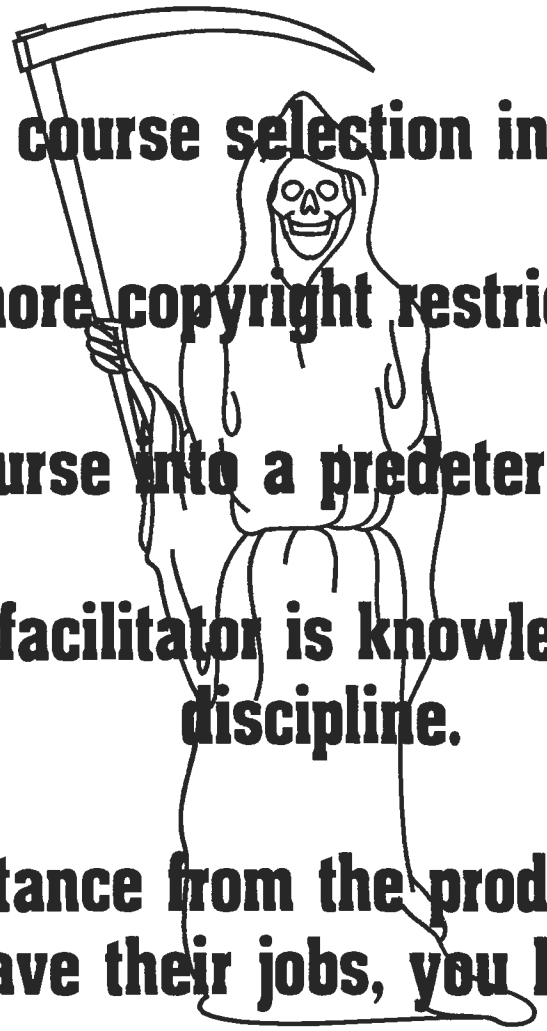
# SatNet Faculty Handbook for Distance Education in West Virginia, 1988

Stephen L. O'Keefe

Barbara L. Nicholson

# Top Ten Ways to Sabotage

# Your Satellite Course



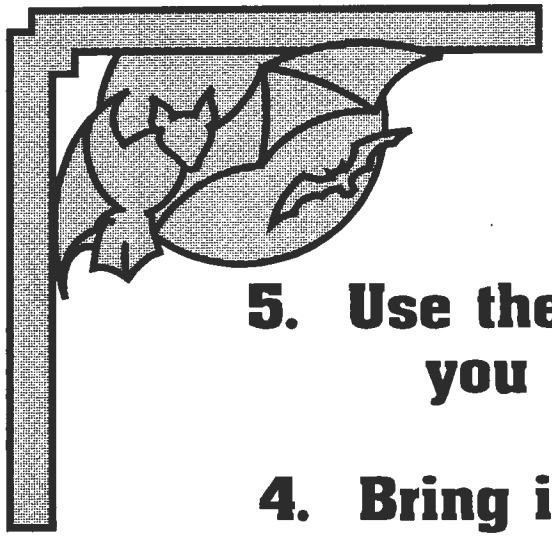
10. Conduct course selection in a vacuum.

9. Ignore copyright restrictions.

8. Force the course into a predetermined schedule.

7. Assume the facilitator is knowledgeable in your discipline.

6. Keep your distance from the producer and director. They have their jobs, you have yours.



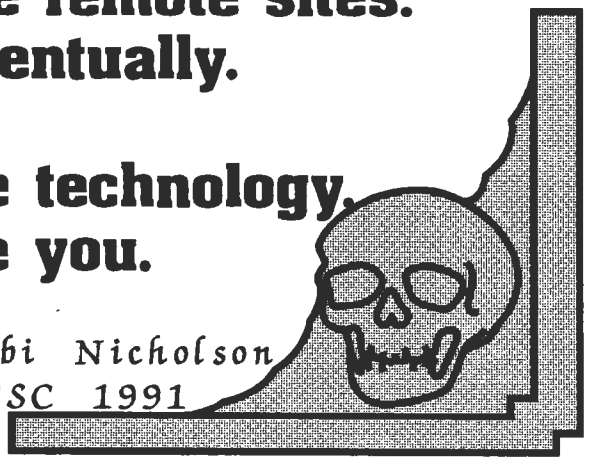
**5. Use the same course outline and syllabus you use in the traditional classroom.**

**4. Bring in the same old tired handouts you always use. Drop the new stuff off to the producer on the way to class.**

**3. Wear whatever you please during the broadcast.**

**2. Ignore the students at the remote sites. They'll catch on eventually.**

**1. Don't bother to learn the technology. It'll only confuse you.**



*Bobbi Nicholson*
*WVSC 1991*

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PERCEPTIONS OF DISTANCE EDUCATION:
THE GREAT LIES/TOUGH TRUTHS TEST

(This test has been designed to encourage discussion about a variety of perceptions that people have regarding the impact that distance education has on teachers, students, organizations and instruction. Please read each statement carefully, then indicate whether you believe the statement is true or false.)

T F 1. Distance education is just as effective as traditional education.

T F 2. Teaching at a distance is dramatically different from teaching in the traditional classroom.

T F 3. Teaching at a distance requires a lot of additional preparation time.

T F 4. Distance education will replace classroom teachers.

T F 5. All teachers can teach effectively at a distance, and all students will succeed in a distance education class.

T F 6. Any class can be effectively taught at a distance using telecommunications technologies.

T F 7. Distance education will save schools money.

T F 8. Concern for instructional quality is the single most important driving force behind technological and programmatic decision-making in distance education.

T F 9. The technologies used for distance education promote interaction by means of their two-way "real time" transmission capabilities.

T F 10. Once the decision to get involved in distance education has been made - the needs assessments done, the recommendations made, and the strategies developed - the hardest part of the project is over.

IN WP 6.1

NC

Designed by Ellen D. Wagner, Ph.D.
Western Institute for Distance Education
University of Northern Colorado

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# SATNET FACULTY HANDBOOK FOR DISTANCE EDUCATION

in

WEST VIRGINIA

Edited by

Stephen L. O'Keefe, Ph.D.

Barbara L. Nicholson, Ph.D.

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The Satellite Network of West Virginia
P.O. Box 707
Institute, WV 25112-0707

Top of workshop

- Answer questions on pp. Z-1 & Z-2
- Choose any questions on pp. Z-18 through Z-25 you'd like to discuss
- Great Lies / Tough Truths

# EFFECTIVE TELECOMMUNICATIONS PRESENTATIONS

## A Handbook for Distance Education Professionals

# Section One

# INTRODUCTION

# CONTENTS

**Section Three**
**Distance Education and Interactive Telecommunications Teaching (Expanded)**



**Section Four:**
**Evaluation Results**



**Section Five:**
**One Instructor's Sample Materials**



**Section Six:**
**Conclusion**

Underlying the content and design of this workshop is the notion that good teaching is good teaching regardless of the methods employed or materials used. Though debate continues on just what makes a good teacher, there are those elements that we label as both craft and art that characterize successful teachers.

That is not to say, however, that even good teachers do not need some assistance from time to time. One of those times occurs when a teacher is faced with using an unfamiliar technology. The explosion with which computer technology burst upon the classroom is a recent example: teachers needed assistance in learning about classroom applications, in selecting materials, and in integrating the new technology into their curricula. The continuing application of evolving telecommunications technologies to classroom instruction poses yet another such instance to today's educators.

To capitalize on the capabilities of newer communications technologies and to maximize their own effectiveness, teachers need some assistance in adapting their good teaching skills to the potential and the limitations of the media. To effectively adapt instruction, teachers need a basic understanding of the capabilities and processes of the technology they'll use.

The authors believe that preparing participants for telecommunications teaching is critical to the success of distance learning/teaching. The distance and the technology combine to make this form of teaching different enough from conventional, face-to-face teaching to warrant special preparation. The authors use the participants' already well-developed teaching skills as a starting point. From there, the workshop and handbook address the limitations imposed by the distance and the technology, and the considerations required to adapt those teaching skills to interactive telecommunications teaching.

The concepts and guidelines presented in the workshop and handbook are not new, nor is all the communications technology. The combination and applications of technologies, however, places a new emphasis on these principles of good teaching. It is the authors' conviction that the distance teaching medium can be effective only to the extent that the teaching is effective.

In preparation of the workshop and the handbook, the authors have assumed that the instruction will primarily be live and interactive.

## PURPOSE

This handbook was originally the companion to the State Educational Telecommunications Operations Center (SETOC) Presentation Workshop in Utah. It has been revised to accompany the SATNET workshop for faculty who are new to satellite teaching.

Since instruction is the primary focus of SATNET, this handbook and the workshop concentrate most heavily on instructional concerns. Teachers who provide instruction using some form of electronic delivery to students who are participating at a distance are the intended audience. Much of the information, however, will be useful as well to others who make presentations or conduct meetings using telecommunication delivery systems.

## OVERVIEW OF THE WORKSHOP

The workshop is an introduction to telecommunications technology available to public higher education in West Virginia, and a practical guide to making effective instructional use of the system. The workshop gives participants experimental knowledge particularly about the SATNET/EDNET operation.

The first hours of the workshop are devoted to presenting and discussing basic information about telecommunications technology and its implications for instruction: how interactive telecommunication presentations differ from face-to-face presentations, how interactive telecommunication changes the environment of classes and meetings, and how to adapt one's instruction and presentation to interactive media.

A major part of the workshop is devoted to experimential opportunities for the participants to work with interactive telecommunication in the EDNET facility. Participants should be prepared to present a brief demonstration which may be critiqued by other participants, by the workshop facilitator, or by the participant himself or herself if a self-evaluation is preferred. More about the demonstration may be found in Section 2, page 2-26A. Every effort will be made to keep the activity as informal and nonthreatening as possible.

## ABOUT THE HANDBOOK

The handbook parallels the agenda of the workshop. Workshop activities are included, as are references to visual materials and demonstrations utilized by the workshop facilitators.

**Section One** comprises a definition of the purpose of the handbook and workshop, an overview of both, a list of the anticipated outcomes of the workshop and acknowledgements of those who have aided the authors.

There are two sections on the topic of Distance Education and Interactive Telecommunications Teaching. **Section Two** presents the information as a summary, formated to allow the workshop participant to make notes in the margin. **Section Three** expands on the summary presentation by elaborating on the information in narrative form.

Evaluations of several courses which have been presented via Utah's SETOC-coordinated systems are presented in **Section Four.** Revised evaluations instruments for instructors, students and technicians/facilitators are included as well.

A number of materials developed by Dr. M. Winn Egan of Utah have been included in **Section Five** of the handbook. Dr. Egan has taught several courses on Utah's EDNET system. This section also includes a revised sample session overview grid which participants may wish to further modify.

**Section Six** includes a list of referrals to operational personnel in the SATNET/EDNET system, a list of related readings and pertinent organizations, and references used in the preparation of this handbook.

## ACKNOWLEDGEMENTS

The authors and editors wish to thank the faculty and presenters who have allowed us to use portions of their presentations for demonstration and critique. To all who have so enthusiastically participated in the workshops, we are grateful for your willingness to share your experiences and for what you have taught us.

To the staff and crews at the University of Utah, Weber State College, SETOC, the University of West Virginia College of Graduate Studies, West Virginia State College, EDNET and SATNET for their support, a big thank you.

## Section Two

# DISTANCE EDUCATION AND INTERACTIVE TELECOMMUNICATIONS TEACHING (SUMMARY)

## ACTIVITY #1: Defining Distance Education

Please respond to the following questions:

1. Define distance education as you perceive it in your teaching/training context.

2. What are the benefits of distance education?

3. What are the critical challenges of distance education?

4. What must one do to prepare for telecommunication-based distance education?

## ACTIVITY #2: Defining Your Role in Distance Education

1. What is important for you to know about distance education given your responsibilities? Please write out the questions that you have.

2. What do you need to know about equipment?

3. What questions do you need to ask about the technical options that are available to you?

## DEFINITION OF DISTANCE EDUCATION

- *Students not in the presence of teacher*
- *A result of distance, physical barriers, weather*
- *Similarity with correspondence study model*

## DEFINITION OF INTERACTIVE TELECOMMUNICATIONS TEACHING

- *A form of distance education using technology to deliver instruction*
- *"Live" instruction at one or more distant sites simultaneously Instructor can see and/or hear students/participants at all sites*
- *Students can see and/or hear instructor or participants at other sites as determined by instructor*

## TECHNOLOGICAL SOLUTIONS

- *Telecommunications technology for distance education includes: microwave, ITFS, telephone, audiographic transmissions, VBI (vertical blanking interval), open broadcast, computers and more*
- *Facilitates the possibility of communicating interactively*

## TELECOMMUNICATIONS IN WEST VIRGINIA: ED-NET

—ED-NET *origination/receive sites:*

* Institute (West Virginia State College)
* Charleston (Revenue Center, downtown)

—*Other origination/receive sites linked to* ED-NET

* Charleston (Capital High School)
* Charleston (WVU at Charleston Area Medical Center)
* Beckley (WSWP-TV)
* Huntington (Marshall University)
* Morgantown (West Virginia University)

—*Higher education receive-only sites*

* 27 sites at state-supported institutions and centers
  —call ED-NET for more information (304) 766-2070/2071

—*Secondary and vocational school sites*

* Over 100 sites throughout the State of West Virginia
  —call State Department of Education, Distance Learning Coordinator for more information (304) 348-7880 WVDE Office of Technology

ED-NET *operational hours:*

* 8:30 am to 5:00 pm, Monday through Friday
  other hours by arrangement

ED-NET *interactive capabilities:*

* one-way and two-way audio
* one-way and two-way video (between ED-NET and Morgantown or Huntington or Beckley)
* multi-site interactivity

## TELECOMMUNICATIONS IN WEST VIRGINIA: ED-NET

ED-NET is a satellite system with fiber/microwave between Charleston, Beckley, Huntington and Morgantown

— About the satellite system
* C-band uplink
* electronic classroom located at Institute
* two production studios

## 1991 SATELLITE COURSE SITES

Students may view satellite portions of Telecommunications Project courses at any public higher education satellite facility. Those operational Summer, 1991 are listed below.

| INSTITUTION | SITE | CONTACT | TELEPHONE |
|---|---|---|---|
| *Beckley College | 202 O'Dell Hall | L. McComas | 252-0719 |
| BSC | | | |
| Bluefield | ITC | T. Blevins | 327-4059 |
| *Welch | Mt. View HS-4th Flr. | L. Dalton | 436-4003 |
| Lewisburg | Lewisburg Cntr. | J. Cox | 645-3303 |
| Concord College | Athens | R. Lester | 384-5362 |
| Fairmont State | | B. Moffett | 367-4736 |
| Clarksburg | | B. Montgomery | 623-5721 |
| Glenville | Library 208 | D. Phillips | 462-7361 |
| *Summersville | Nicholas Cntr. | S. Spencer | 872-1237 |
| Marshall | ITS | G. Sheets | 696-2970 |
| Shepherd | Shepherdstown | L. Dowdy | 876-2511 |
| SWVCC | | | |
| *Boone County Center | | P. McClure | 369-6840 |
| Logan | | M. Dempsey | 792-4350 |
| *Pineville | | M. McGraw | 732-8346 |
| Williamson | | M. Baldwin | 235-2800 |
| West Liberty State | W. Liberty | R. Miller | 336-8037 |
| UWVCOGS | | | |
| Bluefield | Dickason Hall | E. Shaffrey | 327-5884 |
| Lewisburg | WIC House | M. Phillips | 645-7881 |
| Dunmore | Pocahontas Cnty. HS | S. Vance | 799-7420 |
| WVIT | | | |
| Montgomery | Ext. Cntr. Bldg. | R. Stewart | 442-3200 |
| *Oak Hill | Fayette Educ. Cntr. | R. Stewart | 465-0546 |
| WVNCC | | | |
| Weirton | | M. Koon | 723-2210 |
| Wheeling | | T. Vavra | 233-5900 |
| New Martinsville | | G. Persinger | 455-4684 |

| INSTITUTION | SITE | CONTACT | TELEPHONE |
|---|---|---|---|
| WVSC | | | |
| *Institute | Comm. Coll. 114 | B. Burford | 766-2070 |
| WVU | | | |
| Morgantown | Off-Campus Cred. | L. Bebout | 293-2834 |
| Potomac State | Keyser | L. Bane | 788-3011 |
| WVU/Parkersburg | Parkersburg | A. Gates | 424-8000 |
| **Davis & Elkins College | | | |
| Randolph Cnty. Vo-Tech Cntr. | | M. Kittle | 636-3420 |

*also serves as UWVCOGS sites
**not a public higher education institution

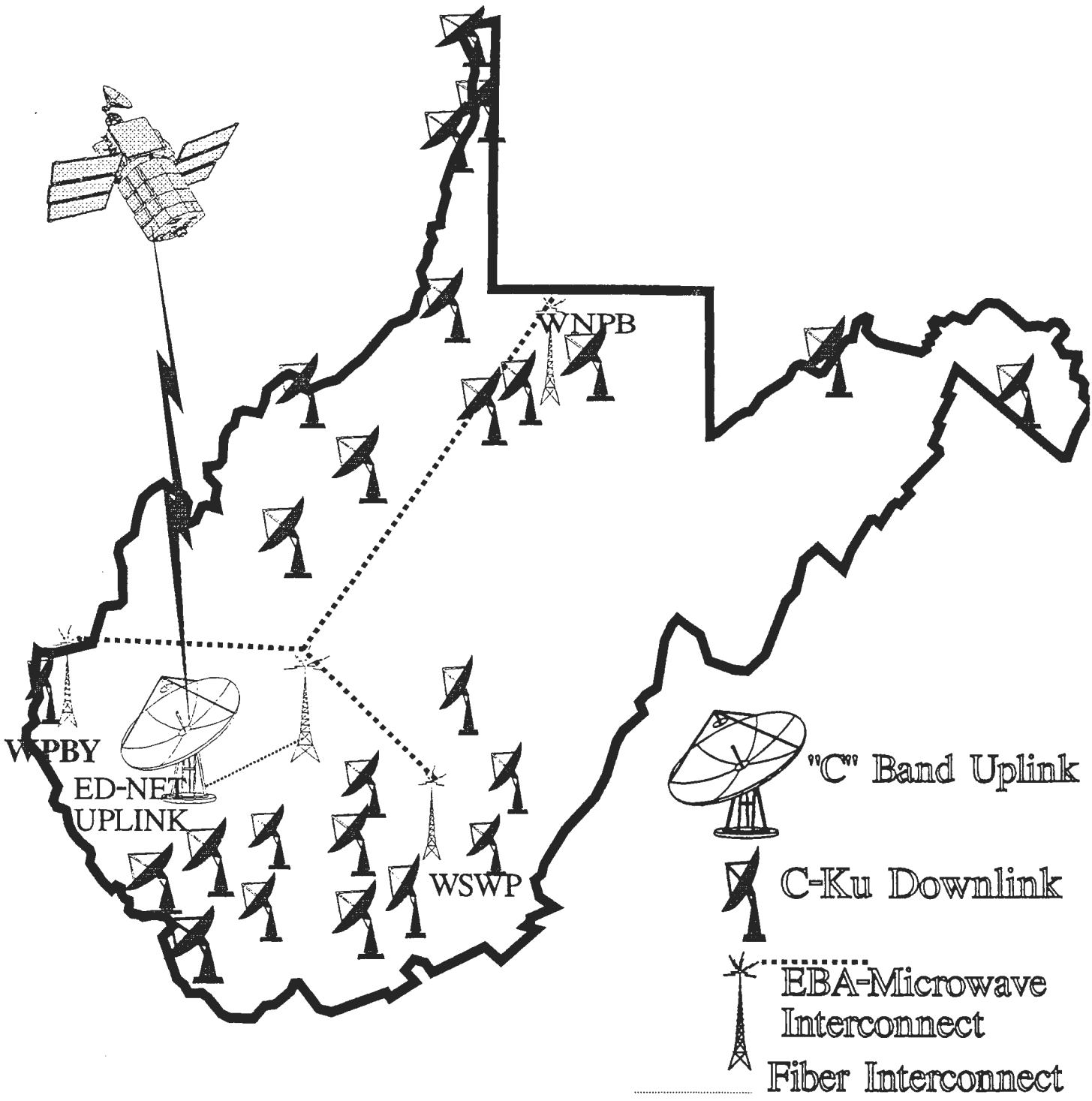
## REGISTRATION INFORMATION FOR SATNET COURSES

1. Students seeking to register for a SATNET course must be admitted at one of the participating colleges or universities. Each institution has its own admissions policies and procedures. Contact the appropriate admissions office for information.

2. Admitted students are encouraged to register early for classes at the institution of their choice. Students may register for SATNET courses through regular campus registration procedures. Most institutions also have a mail-in registration procedure. Students should notify the site contact at the receive location that they will be attending at that location ten days prior to the first class meeting.

3. Registration materials are available at each site for each institution offering the course for credit. Admitted students who have their advisor's permission to register for a satellite course may do so by completing a mail-in registration form.

4. Admitted students, with advisor permission, may register for a course as a transient student at any of the institutions cross-listing the course.




# DISTANCE LEARNING IN HIGHER EDUCATION

## OVERVIEW OF PRESENTATION MODELS FOR DISTANCE EDUCATION

**Instructional Applications:**
- *Full credit courses*
- *In-service courses*
- *In-service workshops/professional development/continuing education*
- *One-on-one training*

**Informational Applications:**
- *Meetings*
- *Presentations*
- *Teleconferences*
- *Administrative issues*
- *Policy issues*

## UNIQUE ASPECTS OF INTERACTIVE TELECOMMUNICATION TEACHING

**Distance and the media combine to make telecommunications teaching different**

**Distance teaching using telecommunications is different from conventional, face-to-face teaching**

### ACTIVITY #3A: The Effects of Distance on Teaching and Learning

How would the fact that the instructor and students are not physically present in the same location affect the teaching and learning process? Think about this question and record some examples below.

### ACTIVITY #3B: The Effects of the Media on Teaching and Learning

List several ways in which the telecommunications media might affect the teaching and learning process. Record specific examples below.

## UNIQUE ASPECTS OF INTERACTIVE TELECOMMUNICATIONS TEACHING (continued)

**Changes in the Teacher's Role:**
**Facilitator of Instruction vs. Lecturer**
—*Team leader*
—*Classroom manager*
—*Producer*

**Members of the Distance Education Team:**
—*Instructor/Presenter*
—*Media Services Director*
—*Program Coordinators*
—*Site Facilitators*
—*Students/Participants*
—*Technical Personnel*
- producer/director
- technicians
- camera operators

**Influences Instructional Methods and Course Design:**
—*Customary methods may not work as well*
—*Methods and materials need to be adapted*
—*Interactive medium requires active, participatory techniques*

**Changes the Teacher-Student Relationship:**
—*Barriers between speaker and audience*
- increased interpersonal distance
- decreases nonverbal cues visible to audience & instructor
- may create feelings of isolation

—*Greater likelihood of variation in message interpretation*
—*Limited opportunities for feedback*

**Changes the Teaching/Learning Environment:**
—*Equipment may intimidate both instructor and students*
—*Audience may have unrealistic expectations of production quality*
—*Movement or type of learning activity may be restricted or limited*

**Increases Course Preparation Time**

**ACTIVITY #4: Suggestions for Adapting**

You have had a chance to see a few examples of the interactive telecommunications teaching process, and have had a change to discuss some of the differences between it and conventional face-to-face teaching. Discuss, in groups of three or four, things that an instructor might do to:

a. compensate for the "loneliness of the long-distance learner"
b. decrease interpersonal distance
c. insure effectiveness of teaching and learning via this medium

Select a person from your group to record and report your responses.

## ADAPTING TO INTERACTIVE TELECOMMUNICATIONS TEACHING: WHAT TO CONSIDER

### INSTRUCTIONAL DESIGN

**Gaining Attention:**
—*Send an introductory letter*
—*Create student profiles*
—*Use an ice-breaker activity such as introductions*
—*Take attendance*

**Informing the Learner of the Objectives:**
—*Provide written instructional objectives*
—*Preview your message*
- state objectives
- provide overviews

—*Provide content outline*

**Stimulating Recall of Prerequisite Learning:**
—*Review relevant prior learning*
—*Point out connections and relationships*
—*Draw on common background, experiences, and knowledge*

**Presenting the Stimulus Material**
—*Method*
- combine instructional methods
- incorporate active methods
- alternate passive with active methods

—*Specification*
- use short lesson segments
- vary the pace
- be realistic about time

—*Techniques*
- repeat important concepts
- call attention to important points
- provide print material
- use advance organizers
- draw connections and relationships
- use examples and non-examples

**Provide Learning Guidance**
*—Use questioning*
*—Employ collaborative or peer learning*
*—Use group discussion*

**Elicit Performance**
*—Use active techniques*
*—Use written assignments*
*—Use questions*

**Provide Feedback**
*—Stop and ask questions*
*—Use written feedback forms*
*—Ask someone to observe*
*—Review tapes of your session*

**Assessing Performance**
*—Utilize your site coordinator*
*—Look for innovative ways to use technology*
*—Schedule written test off-air*
*—Test to objectives*

**Enhancing Retention and Transfer**
*—Review*
*—Summarize*

## INTERACTIVE TEACHING SKILLS

**Interpersonal Dynamics**
*—Making participants comfortable*
- hold an orientation session
- orient participants to equipment and environment
- make a pre-course visit
- allow for practice
- introduce site facilitator
- establish and discus protocol
- discuss contingency plans
- keep the technology transparent

**Interpersonal Dynamics (continued)**

—*Breaking down barriers to communication*
- •allow time for informal conversation
- •encourage questions
- •get to know names
- •establish eye contact with participants

—*Building rapport*
- •send an introductory letter
- •create student profiles
- •use names
- •encourage questions
- •speak to the individual as opposed to an audience in general
- •encourage students to ask questions among themselves and among sites
- •distribute a class list
- •draw from information in student profiles
- •answer questions
- •respect opinions
- •encourage the expression of ideas
- •treat sites equally

**Course Management**

—*Rotate origination sites*

—*Meet at a central site*

—*Hold one-to-one meetings with sites*

—*Be accessible*
- •maintain office hours
- •a toll-free number
- •use an answering machine
- •use computer bulletin boards

— *Work with your site facilitator*
- •train/prepare facilitator
- •provide support service
- •mail/telefax materials early
- •locate available local resources
- •return assignments promptly

—*Get to know technical coordinator and crew*

—*Make tapes of sessions available*

—*Provide discipline when necessary*

## PERSONAL PERFORMANCE CONSIDERATIONS

**Clothing**

*— Wear comfortable clothes*
*— Wear things that make you feel and look at ease*
*—Stay with medium shades, such as beiges or soft pastels*
*—Avoid Stark Colors—black, white, or navy blue*
*—Avoid any sharp contrasts*
*—Don't wear clothes with very small or busy patterns—herring bone tweeds or fine checks. On camera these fabrics will make clothes look like they're animated.*
*— Wear clothes with lapels or a front opening. These allow a microphone to be easily attached. Avoid pullover sweaters and dresses that zip up the back.*
*— TV lights and large groups generate a lot of heat, so heavy clothes may be uncomfortable*

**Jewelry**

*— Wear a minimal amount of jewelry*
*—Avoid Shiny Finishes*
*— Choose satin or florentine finishes*

**Make-up**

*— Wear normal daytime colors*
*—Avoid heavy, unnatural looking make-up*
*—Men may need a little powder to avoid being shiny on camera*

**Speaking and Looking at the Camera**

*—BE NATURAL*
*—Speak in a normal tone of voice*
*—Speak clearly*
*—Speak at a moderate rate*
*— Vary vocal pitch and volume*
*— Use an appropriate volume for this relatively intimate group*
*—Look at the person to whom you're speaking—when you're talking to someone from one of the distant sites. look at the camera*
*—Try to respond to the camera as you would to the person with whom you're talking*
*—Let your eyes scan the group; INCLUDE THE CAMERA JUST AS YOU WOULD A PERSON*

**Speaking (continued)**
—*Speak to all of your students including those represented by the camera*
—*Use facial expression and other non-verbal cues*

**Moving on Camera**
—*Keep your movements smooth*
—*Move relatively slowly*
—*Be aware of which camera is "live" (tally lights)*
—*Don't block the camera's view of blackboards or on-camera graphic materials*
—*Try to confine your area of movement*

Be enthusiastic

As in any presentation, entertain and instruct

## PRODUCTION CONSIDERATIONS

**Communication**
—*Keep production personnel informed*
—*Be consistent, follow standard procedures*

Material selection
—*Copyright considerations*
- clearances for broadcast or transmission fees

—*Appropriateness*
—*Technical considerations*
- size (is it too large, too small)
- proportions (tv aspect ratio: 3x4)
- contrast (polaroid)

**ACTIVITY #5: View and Critique Samples**

Please attend carefully to these brief video tapes. Respond by noting effective and ineffective behaviors of each instructor.

| | EFFECTIVE BEHAVIORS | INEFFECTIVE BEHAVIORS |
|---|---|---|
| **A) Sample #1** | | |
| **B) Sample #2** | | |
| **C) Sample #3** | | |
| **D) Sample #4** | | |

2. Summarize your observations by identifying the critical aspects of successful teaching on television.

3. Now that you have seen the tapes, how would you prepare your audience for instruction through television technology?

## ACTIVITY #6: Situation Discussions

It will be helpful to discuss some real situations that have been encouraged by instructors that have been using interactive telecommunications to teach distance classes. This session will be conducted by one or more instructors who have experience using interactive telecommunication teaching.

Each workshop participant will be asked to address the questions and situations posed below, use the space provided to record your thoughts and be prepared to discuss your assignment with the group.

### SITUATION 1

Students at a remote site feel isolated. You get very little in-class feedback.

a. What are some of the possible problems?
b. Name at least one solution for each problem.

### SITUATION 2

You feel uncomfortable looking at the camera. How does that effect your students at remote sites? How does their reaction affect your course?

**SITUATION 3**

You don't seem to be able to generate any class discussion. What are some techniques you can use to involve your students?

**SITUATION 4**

When you call for questions from your class, few students raise questions, but their tests indicate that they do not understand the course material well enough. What can you do?

**SITUATION 5**

Students at remote sites are not paying attention during class. How can you resolve this problem without making a "big deal" out of it?

**SITUATION 6**

What do you do if you ask a question and NO ONE has a response?

**SITUATION 7**

At one remote site, there's a lot of background chatter. It's distracting you and your students. How can you handle this?

**SITUATION 8**

During your telephone office hours, individual students are asking questions that would have benefitted your whole class. Is there a problem and how can you solve it?

## SITUATION 9

Students are spending too much time in class taking notes, and you can't get to all of the material you need to cover in each session. What is the problem? How can you solve it?

## SITUATION 10

You normally use a lot of transparancies in your teaching but now you're teaching an interactive television class. What kind of alternatives can you use?

## SITUATION 11

There's a film you usually use when teaching your class. What things do you have to consider if you want to use it in an interactive telecommunication-based class?

## SITUATION 12

One student at one of the remote sites consistently raises a lot of questions in class but they're not really relevant to the topic under discussion. What can you do to bring this situation under control?

## SITUATION 13

You've worked hard to involve the students at three remote sites so that they all freely participate in discussion periods and their comments are valuable contributions to your course. Your in-studio class, however, is not very involved. One of your students commented that you never call on any of them, only the remote site students. What can you do to solve this problem? What could you have done to prevent it from becoming a problem?

**SITUATION 14**

You want to use three short films and will have students do one role-play each. What kind of information do you need to communicate to the person who will be directing your class?

**SITUATION 15**

A lot of time seems to be wasted distributing handouts and other course-related materials. What could you do to remedy this problem?

**SITUATION 16**

Your classes seem to "drag on" and you've heard some students comment that the class is boring. What can you do? What changes might you consider?

**SITUATION 17**

You've experienced significant problems in providing feedback to your remote site students. What steps might you take to correct this situation?

**SITUATION 18**

You're interested in evaluating the effectiveness of your instruction and the aspects of your program planning. What things could you do to see how effective you are?

**SITUATION 19**

Your boss has indicated that you're spending too much time and money creating your class sessions and materials. What could you do to streamline the processes and reduce your time expenditures?

**SITUATION 20**

You have invited a guest to present some important information to your class. The guest is totally inexperienced when it comes to television. If you have 15 minutes to prepare the guest, what do you do and say?

**SITUATION 21**

Remote site students often feel as if they are passive participants in telecommunication classes. What strategies might you employ to help them become active participants?

**SITUATION 22**

You have a camera operator who is inexperienced in working with your remote class. What do you want him or her to know to be moderately successful during your class?

**ACTIVITY #7: Individual Presentations and Critiques**

**ASSIGNMENT:**

Each participant will develop and present a five to ten minute sample presentation which will include the use of one example of graphic material and one instance of distant site interactivity.

**PROCEDURE:**

To accomplish this, during the "working lunch," each person will:

select a topic
state the purpose of the instruction
design the lesson format
design learning activities
prepare needed visuals
conduct needed communication

Each presentation should exemplify the principles of good design, interpersonal dynamics, participation, presentation style as much as is possible in the limited time allotted.

Materials will be available at your site for you to prepare simple graphics; or where applicable, to have electronic graphics (CG or character generated materials) prepared. Materials will be available for you to prepare handouts, etc. that you may plan to use.

After lunch, presentations will begin. Participants will be selected at random. After each presentation, everyone will fill out a presentation evaluation and participants will be asked to critique the presentation in the spirit of positive, supportive, constructive criticism. There is a copy of the evaluation form on the next page.

**PURPOSE:**

This exercise is intended to give each participant direct, personal experience using an interactive telecommunication system. And we hope you'll have fun with it. The experience will allow you to make a brief interactive presentation in a friendly, non-stressful atmosphere. You will be able to objectively review what went well and what you might want to change. This will give you realistic expectations of the SETOC systems and how they will work with your presentations. This exercise will also give you an opportunity to experience an instructional presentation from the position of a remote site learner and to have the comments of your peers for reference when you begin preparing for your course.

**ENJOY YOURSELF!**

**ACTIVITY #7: Individual Presentations and Critiques**

**ASSIGNMENT:**

Each SATNET workshop participant is asked to be prepared to make a 3-5 minute demonstration video presentation. The presentations will be taped in the afternoon, after lunch, and critiques will follow the tapings. You may choose to be critiqued by your fellow workshop participants, by the workshop facilitators, or you may take the tape home with you and conduct a self-evaluation if you prefer.

You should bring the following items and thoughts with you:

1) a blank ½" videotape so you may take your demo home with you;

2) a supplemental graphic (e.g. chart, graph, overhead transparency, quotation, illustration, single slide, etc.) that you use frequently and plan to incorporate into your satellite course. The EDNET production staff will adapt it for television if it isn't in the appropriate format; and

3) a brief introduction of the graphic as you would discuss it with your students. In essence, your demonstration will simply be an excerpt from a class session in which you've used the graphic previously. There's no need to develop a completely new presentation unless you just prefer to do so.

The exercise is designed to give you some sense of what speaking to the camera is like. Ideally, you'll pick up some tips in the morning session to assist you, so choosing some material you're familiar with will give you less to worry about as you meet the technology for the first time.

## SAMPLE PRESENTER EVALUATION FORM

Presenter's Name: _____

### I. COURSE DESIGN

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. The format of the presentation was appropriate for interactive telecommunications teaching. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The visuals were well integrated into the presentation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The handouts were coordinated with the presentation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

### II. INTERPERSONAL DYNAMICS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. The presenter successfully decreased inter-personal distance among participants at all sites. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The presenter encouraged participation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The presenter encouraged feedback about the presentation from participants. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

### III. PRESENTATION STYLE

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. The presenter was organized. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The presenter delivered material clearly. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The presenter's on camera delivery was effective. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Comment on this presenter's camera delivery. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

_____

_____

_____

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **IV. Rate the presenter's overall effectiveness.** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

COMMENTS: