

New Practices in Flexible Learning

Creating a human element for effective e-learning through video

How to guide for IDL delivery

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1 Section 1: Effective teaching via video

1.1 Introduction

The reader of this document is directed to take note of the following:

- *Section 1: Effective teaching via video*
 - is specifically written for Interactive Distance Learning (IDL)/video delivery.
 - has been developed with the premise that the deliverer is conversant with competency-based assessment and a diversity of adult education methodologies.
- Recommendations for each area within this section are denoted by an asterisk.*
- In addition to the printed material contained in this document, selections of video footage samples are provided on the New Practices in Flexible Learning CD-ROM. These samples provide an informal look at the project's application of IDL delivery as well as some of the relevant concepts referred to in this document.

1.2 Successful learning

1.2.1 Planning

- Create a safe working environment at all sites.
- Having named photos of the students assists presenter with recall of student names.
- Contact all sites prior to initial session delivery to ensure students and/or mentor has undergone training in the use of the workstation.
- Ensure students have all relevant printed materials, workbooks, etcetera prior to commencement of first session.
- Implement a variety of activities using various views and areas of the studio to maintain students' viewing interest.
- When using on-screen assessments, ensure questions and answers have been developed and loaded prior to commencement of session. Alternatively, on-the-fly questions can be used.

1.2.2 Delivery

- Creating an opportunity in the introductory chat session for students to tell presenter what they see allows for success in their learning.
- Keep delivery sessions relatively short: one-hour for subject content delivery appears to be adequate.
- Ensure each session contains a designated time of 10-15 minutes after the subject content delivery for student questions.

- For on-screen assessments, the students should be given a practice activity to allow them to become familiar with the technology.
- Cover session outline, recommended activities and required written tasks or readings as soon as the session commences. That way, if there are any technical problems during the session, students can still continue to work through their material.

1.2.3 The presenter

- Ensure relevance in learning: get to know students, their interests, previous learning experiences, where they work etcetera and incorporate this information within underpinning knowledge questions and oral assessments.
- Create opportunity for students to talk about how they attain success in their learning (a 'vision of attainment').
- Delivery is time-intensive and can be draining: presenter needs an in-depth understanding of subject matter.

1.3 Setting up the studio

1.3.1 Planning

- Arrive at least 30 minutes prior to commencement of session.*
- Start-up studio workstation and in-studio client.
- Set camera angles according to session plans (session plans need to be written with camera pre-sets in mind).
- Set volume control.
- Have appropriate pre-session music/DVD/VHS/PowerPoint® display (consider the student group).
- Set up console with session notes, overheads, videos etcetera close-at-hand and arranged in order of use. Moving away from the camera to search for a resource can be very disruptive for the students.
- Load system software.
- Rehearse any activities that may have specific sound or lighting requirements.
- Check all IT equipment that will be used in the studio for each delivery session.
- Obtain IT assistance for deliverer for first few sessions, then on-call support for remaining sessions.*
- Delivery/session notes are best written on A5 (allows for more space on the console).*
- Have hard-copy back-up of all electronic format learning materials that will be used in case of equipment failure. Should such occur, resources can then be shown on the overhead.
- Have immediate access to emergency contacts for in-studio emergencies.

- Have all site contact numbers readily available to deliverer. All sites need to have the telephone contact number of the base site.
- Set up all away-from-the-console props/resources prior to the session commencement.

1.3.2 Delivery

- Set up a system that enables you to keep track of which student is talking at which site.*
- Have a hands-free phone readily available in studio and at all sites, in case there is a loss of audio transmission/reception, so that contact can still be maintained with the students and the session can continue.*

1.3.3 The presenter

- Wear a contrasting coloured shirt/top to ensure you are clearly visible on camera against any backdrops in the studio.
- Ensure you are clearly centred on screen.
- Have drinking water at hand.
- Have note-taking facilities at hand throughout delivery.
- Take the opportunity to evaluate your on-screen delivery by recording and reviewing your delivery.*

1.4 Creating relationships

1.4.1 Planning

- Contact all students prior to first session to introduce self and discuss what is required in IDL delivery.
- Enrol students prior to commencement of first session.
- Prior to commencement of first session, assess need for mentor to assist students with initial technical requirements and arrange for mentor as appropriate.
- Arrange for opening and closing of the student site to enable safe and efficient student access.
- Establish clear protocols for contingencies pertaining to student safety and to equipment difficulties or failure.
- Create a checklist of responsibilities/requirements specific to the site that students need to follow upon arrival and departure.*
- As sessions progress and with students' consent, gather digital images of students in their various workplace environments etcetera. These may be used as screen savers/screen images while students are engaged in small group discussions.*

1.4.2 Delivery

- Speak clearly and at an appropriate and comfortable pace.
- Allow for delay in sound – don't speak over the student.
- Ensure on-camera introductions of anyone who is in the studio with the deliverer are made to all sites, if such persons are to be seen or heard during the lesson session.
- At the initial delivery session, welcome and introduce all students at their respective sites. Have a map on screen, indicating sites being delivered to.*
- Show respect for all students through adhering to appropriate protocols as for regular classroom delivery.
- Have an 'icebreaker' activity prepared for initial session. This could be an activity on overhead or PowerPoint® that brings the sites together.
- Know and use student names throughout the session.
- Use the student's name at the end of a statement or question to indicate that it is now their turn to respond (refer to document, *Case study: Diploma level*).
- Use questioning techniques that encourage students to incorporate their workplace experiences and environments into multi-site discussions.

1.4.3 The presenter

- Embrace an appropriate sense of humour and a willingness to accept it if/when things go wrong.
- Welcome the students by name, not just by site.
- Establish IDL protocols immediately (respect for others, turn-taking, time delay, confidentiality, etcetera). Have these protocols as a PowerPoint® presentation that can be called up and referred to at anytime throughout the session as appropriate (for example, at times when the protocols are violated).*
- Have knowledge of each site and the services available at that site.
- Introduce a conversational 'link' with each site that establishes a sense of familiarity (for example, 'So, those students at Katherine, have you escaped the rain?').
- Encourage and support student group-learning outside delivery sessions (for example, study groups, group assessment tasks, etcetera).*
- Encourage student discussions between sites.
- Plan for at least one group-discussion per session, the outcomes of which are then shared between sites.*
- Orchestrate, through appropriate questioning techniques, supportive comments from students site-to-site (for example, 'Sandy in Yulara, tell us about your most rewarding childcare experience this week.' [... student responds ...] 'Jane in Katherine, what do you have in common with Sandy's response?').

- Facilitate student farewells across sites.*
- Ensure a definitive ending to the session is provided (for example, 'And that concludes our session for today. Looking forward to seeing all of you again at our next session on ...').

1.5 Away from the console

1.5.1 Planning

- Establish and attend to Occupational Health and Safety (OH&S) needs and requirements within the studio.
- Test mobile microphone prior to start of session.
- Practice using mobile microphone before using it in-session.*
- Wear clothing that accommodates mobile microphone clip.*
- Fit headset comfortably and test volume.
- Ensure spare microphone/headset batteries are readily available.
- Have movable desk microphone with extendable lead as back up to mobile microphone.

Note: Desk microphone can be quite adequate if mobile microphone is not available.*

- Check studio lighting to eliminate lighting flare (glare) on whiteboard.
- Establish camera pre-sets according to resources used away from the console. Take into account the need to frame presenter and the resource so that both are on screen if required.
- Familiarise studio guests with studio environment and advise of protocols for studio presentation (that is, use of student name, time-delay of speech, etcetera).

1.5.2 Delivery

- If moving away from the console, advise students of this.
- Ensure presenter's face is not obscured by mobile microphone during delivery.*
- Use large, clear lettering on the whiteboard.*
- Use wide-tipped, black or blue whiteboard markers when writing on whiteboard.*
- Ensure whiteboard is clean and clear prior to delivery.*
- Advise students when camera angles are changing (that is, 'I will just switch to the overhead now').

1.5.3 The presenter

- Practice use of the equipment prior to delivery.
- Plan sessions with camera pre-sets in mind.

1.6 At the console

1.6.1 Planning

- Check availability of Internet prior to commencement of session.
- Call up Internet site and make note of links prior to commencement of session.
- Check working order of VCR.
- Test-run VCR and check visual and audio clarity on the in-studio client workstation.
- Note start and end points of vision for VCR.
- Check globe on overhead is in working order and have a spare globe readily available.
- Check zoom and focus on overhead and check clarity of overhead image projection onto projection screen.
- Establish order of overheads prior to session commencement.
- Limit amount of written information presented on each overhead.
- Ensure flagging (see section 3.3 of this document for a description of flagging) has been demonstrated to presenter. Have a practice-run with a 'dummy client' workstation within studio (that is, a workstation from which the deliverer can see what the students can see, although the sound is muted so as not to interfere with audio delivery).

1.6.2 Delivery

- Use only relevant visual points of a video as running a whole video will take up valuable on-screen delivery time and risks losing the students' attention.*
- Prior to use of flagging option, explain flagging and its use to students.
- Either nominate a student to operate the flagging function, or ask students to organise between themselves who will use the flagging option.*

1.6.3 The presenter

- Explain to students the links you are using during Internet use.
- Inform students of commencement of video and when a change from studio screen to video will occur.
- Ensure presenter has a hard-copy of overheads to read from/follow rather than trying to read from the screen.
- Ensure presenter understands the purpose of each of the tools/resources that are being used in the studio before using them in delivery (for example, the purpose of flagging is to indicate that each site has completed the requested task).

2 Section 2: Teaching by video in a cross-cultural context

2.1 Introduction

The reader of this document is directed to take note of the following:

- *Section 2: Teaching by video in a cross-cultural context*
 - is specifically written for Interactive Distance Learning (IDL)/video delivery.
 - has been developed with the premise that the deliverer is conversant with competency-based assessment and a diversity of adult education methodologies.
- The material within this section is based upon experience gained during IDL delivery to the remote Indigenous community, Titjikala. Although three 1.5-hour sessions were planned for delivery at Titjikala, only one (the first) went ahead. As a result, the project team caution that the information gathered from this session may not be a true reflection of suggested recommendations for teaching via video, to Indigenous communities. However, there are some extremely relevant points that were identified through delivery of this single session. The project team believes that these are worth noting and are therefore described below.

2.2 Successful learning

2.2.1 Knowledge of the students

Knowledge of the students and an understanding of their community are essential if successful learning is to occur. Within this project, students were all from culturally and linguistically diverse backgrounds where English was not their first language. The deliverer was not conversant with the language of the students' respective communities. Subsequently, delivery had a very specific English as a Second Language (ESL) focus.

2.2.2 Create a link

On her visit to the community, the deliverer in this present project had taken digital photos of the new childcare centre being built. The deliverer displayed these photos to the students in order to create a link with the students, thus demonstrating a sense of connection with their work environment.

2.2.3 Use visual resources

Much of the presentation during this project contained visual resources. These included:

- a video
- a demonstration of how germs spread using a UV light

- hand washing techniques using soap, a bucket of water and a towel
- a discussion of healthy and nutritious foods using shopping brochures from various food outlets

These visual resources were all tools used to demonstrate learning that did not have a strong literacy focus or requirement. Interesting and dynamic activities proved successful in keeping the learners engaged, particularly in this case where English was the students' second or third language.

2.2.4 Appoint a mentor

In the case of this project, a mentor was appointed to support the students in their learning. The mentor undertook the responsibilities of setting up the workstation, logging-on for the students and assisting with small group discussions. Due to the dynamics of the particular student group, the mentor also became the students' spokesperson and liaised with, or reported back to, the presenter when these discussions were completed.

The provision of a mentor who was able to assist with group discussions at the student site provided students with the opportunity to be actively involved in the discussion group without feeling shy or 'shamed' by having to talk on-air. The mentor also assisted with the logistics of actually getting the students to the IDL workstation (at the local school) by collecting them in a vehicle and then taking them home after the session had concluded.

The importance of the role of the mentor was underscored within this project by the fact that the second planned IDL session did not go ahead due, in part, to the unavailability of the mentor.

2.2.5 Ensure relevant community events and needs are considered before scheduling delivery times

Although the deliverer and the IT support person travelled to the community prior to the sessions being delivered, the visit was very brief and the deliverer did not get a chance to personally meet the students. Sessions and delivery times were planned according to studio availability rather than according to the community's calendar. There were many activities and projects occurring in the community during this time. The third planned session did not go ahead due to the fact that there were important community events occurring. In light of these experiences, it is clear that consultation, respect and relevance of IDL delivery for students and for community members must be taken into account well before any delivery scheduling is undertaken.

2.2.6 Be flexible and open to challenges

During at least the initial stages (and sometimes throughout the entire series of sessions in the case of ESL and/or Indigenous students), students may feel reluctant and uncomfortable about providing verbal responses to presenter questioning. Consequently, avoid using a lot of verbal questioning techniques, but rather focus more on the closed yes/no responses. This doesn't put the students under any pressure to provide extended responses.

Use diagrams, pictures and photos to illustrate ideas and concepts. Animation and enthusiasm on the part of the deliverer is an essential part of keeping the students connected and focused.

Once students feel more comfortable in responding verbally and/or providing more extended verbal response, the presenter can begin using more open (as opposed to closed) questioning techniques.

3 Section 3: Production of resources suitable for video delivery

3.1 Introduction

The reader of this document is directed to take note of the following:

- *Section 3: Production of resources suitable for video delivery*
 - is specifically written for Interactive Distance Learning (IDL)/video delivery.
 - has been developed with the premise that the deliverer is conversant with competency-based assessment and a diversity of adult education methodologies.
- The resources mentioned below are particular to the delivery of Interactive Distance Learning (IDL) sessions used within this present project, *Creating a human element for effective e-learning via video*. The delivery environment of the project was the Alice Springs School of the Air studio located in Alice Springs.
- The resources presented in this section of the document were developed/utilised for delivery sessions to remote students based at Anningie Station, Katherine, and Titjikala and enrolled in various childcare courses as described below.

Anningie Station

- Diploma of Children's Services
- Subject focus: children's cognitive and language development

Katherine

- Certificate III in Children's Services
- Subject: CHCPR3C: *Develop an understanding of children's interests and developmental needs* (50 nominal hours)
- Subject focus: observation techniques

Titjikala

- Certificate III in Children's Services
- Subject: CHCCN3C: *Prepare nutritionally balanced food in a safe and hygienic manner* (20 nominal hours)
- The console used in this project had a number of resource panels and remote controls:
 - resource panels: switched the visual between the camera, overhead projector, VHS and DVD.
 - remote controls were used for camera presets, DVD, video recorder and the music system.

- The project team used a variety of resources, including some that were developed and trialed by the project team to see if such were able to enhance ease of delivery for the presenter.

3.2 Camera presets

The camera presets required setting-up prior to the commencement of each session. There are 6 pre-defined, immovable presets that are positioned for the most common delivery points within the studio and the option of adding additional customised presets for less common delivery points or needs. For example, a typical session preparation during delivery sessions would be:

- Preset 7 – focus the camera onto the whiteboard directly behind the console. Checking the flare, the focus and the white balance (with the deliverer in view from the camera), adjust the camera until the desired preference is found, then save the setting.
- Preset 8 – close up of the deliverer in the middle of the studio. A different pre-defined preset already covered the wider angle of the same part of the studio.

Once the presets have been set, write a description list of these presets onto a page close to where the camera control is positioned for easy reference during the session.

The project team found that the camera remote control in the studio was often delayed in the recognition of commands sent to the camera. Understanding this limitation can assist in the successful delivery of a session using this technology/resource. As the deliverer moved from one position within the studio to another, the assistant was able to control the camera movements.

Another consideration when using the camera is changing between close up views and more distant views. The vision of the camera can be a lot slower than the human eye for adjustments to completely different ranges.

3.2.1 Most useful application experienced during delivery

The camera presets made the setting-up period a lot shorter, provided the existing presets suited the movement needs/characteristics of the deliverer.

3.2.2 Possible variations for future development (either in IDL or similar delivery methods)

A second camera in the studio, linked to the same remote control, would have ensured different views of the deliverer at the console and made the session more interesting. The addition of a second camera could also cover different areas of the studio that currently have limited available coverage when only a single camera is used.

The ability to provide variation of views and activities was reported by one of the students as an important factor that impacted on the level of enjoyment of the session.

3.3 Flagging

Translated to the classroom situation, it (flagging) is the equivalent of putting up your hand.

Flagging is a system of acknowledgement, a method of alerting the deliverer that the learners have finished a requested task, or simply a means for the students to get the attention of the deliverer without interrupting the current activity; for example, watching a video.

The most important aspect of flagging is for the studio-based participants of the session to be competent in the process of flagging and understand the limitations of the resource. Once this has been achieved by the deliverer and/or their in studio assistant/s, the students can then be walked through a practical demonstration before utilising the resource on a request or needs basis.

Due to the requirement of a studio-based 'dummy client' workstation (that is, a workstation from which the deliverer can see what the students can see, although the sound is muted so as not to interfere with audio delivery), there is always one extra 'client' in the flagging procedure that is never going to respond to a request for a flag. Thus, the flag indicator percentage will always be less than 100% (that is, if there are two sites being delivered to, 66% indicates both sites have flagged; if there are three sites receiving delivery, 75% will indicate all sites have flagged).

The system used by this project did not indicate which site had flagged and which site had not. An example is provided in the project video that demonstrates the confusion that can be caused by this system, along with an explanation by the deliverer of why this is confusing.

Even with all the stated limitations of the system as per above, flagging can be a useful resource for its intended purpose of allowing students to catch the presenter's attention without interrupting the lesson at that point.

3.3.1 Most useful application experienced during delivery

The project team only experimented with flagging on limited occasions. In particular, the project team found that flagging was useful way of acknowledging when various sites were ready to continue with the session upon having performed a requested task.

3.3.2 Possible variations for future development (either in IDL or similar delivery methods)

The project team believes that it would be beneficial to be able to select specific student sites to flag after completion of a particular exercise/task. This could eliminate the problem experienced with the 'dummy client' workstation.

It would also be good to be able to display sites and an indication of when they have flagged so that other sites are aware of who is being asked to flag and who has flagged or is yet to flag. This could be a screen that appears while the deliverer is preparing for the next part of the session, rather than vision of the deliverer shuffling papers/readying themselves for the next activity.

3.4 Split screen

Translated to the classroom situation, it (split screen) is like holding up a book with a picture in it — they (the student) can see you and the picture at the same time.

Split screen was contained within the IDL studio software used by the project team. Split screen can be used as an introduction to the next activity, before changing to a full-screen display of the activity. Alternatively, it can be used as a way of demonstrating a particular point of an assessment task using one system resource, whilst also having an assessment task viewable on the screen.

A demonstration of split screen is provided in the project video which demonstrates the switch from a full-camera to a half-camera shot of the deliverer and the exercise the group were about to undertake.

3.4.1 Most useful application experienced during delivery

Use of the split screen function allowed the deliverer to maintain a visual image of themselves on the screen and at the same time display a visual shot of the activity being introduced. It was a useful transitional resource between two activities.

3.4.2 Possible variations for future development (either in IDL or similar delivery methods)

The project team was not able to identify any further recommendations/suggestions for improvement for this resource.

3.5 Email

The most practical application of e-mail in this environment was akin to bringing a note into the classroom to say, 'You're not sure why, but you can't talk just at the moment'.

Use of email within an IDL session is somewhat similar to the normal use of email. Built-in to the IDL software is an ability to send an email to others who are online. In circumstances where normal communication methods are not available during an IDL lesson (such as when a student's workstation has a problem with their audio transmission and thus can't advise you there is a problem), an email can be sent to the lecturer and/or other students informing them of the problem.

One significant problem that the project team discovered in relation to the email component incorporated within the IDL software was that, although there is a visual indication of arrival of a new message within the actual email component of the studio software, notification of the arrival of an email at the deliverer's workstation does not activate a 'pop-up' on the general screen workspace. Consequently, unless the deliverer is actively watching the email component, there is no indication that there is a problem at the student's end. Similarly, if the lecturer is away from the console (as is often the case where the deliverer is in a sole-operator studio situation), they are unable to be aware of the difficulties a student may be encountering.

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Despite these particular limitations, email is a practical resource for sending through written(typed) answers for particular assessment tasks.

3.5.1 Most useful application experienced during delivery

The project team had one experience where email was utilised when the sound on a student's workstation was causing difficulties at the start of the session.

3.5.2 Possible variations for future development (either in IDL or similar delivery methods)

Inclusion of a 'pop-up' window that sits on top of the general delivery screen workspace when an email has arrived in the deliverer's *Inbox*, as well as an audible indicator of such, would assist in overcoming the limitations outlined above.

3.6 Application sharing

Application sharing is an integral part of the management of the IDL studio software using a process program that enables other systems to operate at the same time. As there may be particular requirements for each IDL studio and the project team, the project team suggests that anyone interested in future implementation of IDL, contact the particular support staff for the studio they will be using.

The project team acknowledges the support provided by the Alice Springs School of the Air in relation to application sharing.

3.7 Student photos

The use of photos is an individual choice, both by the deliverer and by the individual students. By way of example, the project team had a few students from Katherine who took exception to the fact their photo was displayed on the screen each time they were mentioned or asked to speak.

The project team trialed the use of student photos during their first session to the students. It may be worth considering introduction of such during a session further into the program, especially when using such in multi-site situations.

The photos used in the project were imported into a PowerPoint® presentation that could be easily flipped using the IDL specific STACKS program converter (see STACKS section 3.8).

3.7.1 Most useful application experienced during delivery

It was useful to have student photos available to assist the deliverer's recall of the students visited during a brief visit to Katherine a couple of weeks prior to delivery of the first session.

3.7.1 Possible variations for future development (either in IDL or similar delivery methods)

The project team believes that having a grid of photos available in order to enable visual identification of the person/s speaking, being asked for

information or involved in cross-site knowledge sharing, would be a useful addition to the IDL software. The concept is, for example, that a photo image of a person who is asking a question is clicked by that person, which would then allow the image to be displayed on all workstation screens for a designated time, such as five seconds or so.

Photo images of all persons involved in a particular IDL session could be displayed in a grid arrangement. This grid could, for example, be in the form of a nine-square array where there are two sites with four students per site as well as the photo of the presenter.

3.8 STACKS

This resource easily enabled the conversion of PowerPoint® presentations into a form that was IDL-deliverable. STACKS made PowerPoint® presentations one of the project team's standard resources because of its easy application. As such, STACKS was probably the most well used of all the IDL studio software programs in the project.

3.9 Remote microphone

The presenter in this project found use of the remote (or mobile) microphone to be challenging. While use of a remote microphone is certainly worthwhile, it was the experience of this project team that having adequate practice in the use of the remote microphone prior to commencement of lesson delivery is important.

3.9.1 Most useful application experienced during delivery

Providing a source of amusement at times when trying to keep it attached to the lecturer's clothing.

3.9.2 Possible variations for future development (either in IDL or similar delivery methods)

This project team suggests that availability of a headset or head microphone with wireless capabilities would be a definite advantage.

3.10 VHS

The project team incorporated use of the video approximately once per IDL session. The quality of both the audio and visual components of the video footage that was transmitted across the IDL network was surprisingly clear considering the distance the transmission had to travel.

The time-delay from the studio to the student reception point was about three seconds. This delay resulted in a few instances of 'over-talking' by students when a subsequent part of the video was broadcast. However, the project team discovered that if the presenter announced that more video was about to be played, this particular problem was resolved.

Within this project, the transition from a visual shot of the presenter to a presentation of video footage was not as smooth as some of the other transitions that were utilised. One of the reasons for this was that the VHS in the studio was queued by a console panel that also included the camera, the DVD

player and the overhead. The project team experienced some difficulties in being able to clearly see the timestamp on the VCR, which resulted in some difficulties when attempting to accurately start and stop the videotape during an IDL session.

3.10.1 Most useful application experienced during delivery

The incorporation of video footage within an IDL lesson enabled:

- a variation in visual display to supplement the visual image of the presenter and, in turn, to maintain student interest and motivation to actively participate in the lesson
- demonstration of visual activities to supplement and illustrate key concepts, particularly when an IDL lesson is delivered within an ESL context
- generation of student discussion in relation to the footage presented.

3.10.2 Possible variations for future development (either in IDL or similar delivery methods)

Having a video timestamp display viewable either within the studio console or on the workstation screen for quick reference.

3.11 Music CD or tape

It was the experience of this project team that use of a music CD or tape can either enhance or interrupt a lesson depending upon the sound levels of lesson components used before introduction of the music. During one session, one student site informed us that they had to turn down the volume, as they could not concentrate with the music on. This was due to a transition from a video segment (where the transmitted medium had a low sound level) to a 'thinking music' segment (a medium which had a higher sound level). It was the intention that the 'thinking music' be a background music while a discussion was to have taken place at the student sites regarding the video they had just watched.

The use of music is a good way of filling the audio void before and immediately after student workstations log in to the system. It is also a good way to fill the same void for 'thinking music', providing the correct volume and style of music is used.

3.11.1 Most useful application experienced during delivery

Based upon the above experience, it is recommended that a pre-session audio sound check be undertaken, and that such a check include assessment of the corresponding sound levels of different sound media that will be used within the lesson, particularly for those that will be used next to each other (for example, going from a video to a music CD).

3.12 Internet access

The degree of incorporation of the Internet into an IDL lesson is likely to vary across different lessons and/or across different courses. Although the deliverer in this project mentioned sites on the Internet for students to use as reference

material, the project only trialed the use of the Internet within an IDL session on one occasion. This was fairly successful considering a prior pre-session attempt at such had been unsuccessful.

As this project's focus was upon incorporating a 'human element' into distance education via use of an IDL network, overuse of the Internet as a resource may have undermined the purpose of this project. Instead, this project drew more heavily upon incorporation of other resources available, including those of the students themselves.

3.12.1 Most useful application experienced during delivery

The Internet was the suggested resource that students were directed to in order to research the guidelines of the professional childcare association.

3.13 OSI (on screen indicators)

The project team trialed a resource that it dubbed 'OSI' which stood for on screen indicators. The idea was to bring up the OSI to indicate when a response was being sought from the student(s). After trying this resource for approximately half a session, the project team decided it that the OSI was not working as successfully as the other communication procedure being used (that is, saying the respective student or deliverer's name when a response was required or finished).

Although the project team believes that there could be a situation where something like the OSI concept could be further developed, there are other 'resources' currently available that can adequately perform the various functions intended by the OSI. These include the saying of the student/deliverer's name as mentioned above, the flagging system, etcetera.

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