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STAFF DEVELOPMENT TELECONFERENCES FOR TEACHERS: A CASE STUDY OF THEIR USE AND SUGGESTIONS FOR IMPROVING THEIR EFFECTIVENESS

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CHAPTER I

INTRODUCTION

Instruction at a Distance

Overview

As advances in the telecommunications industry have increased the ease and decreased the costs of communicating at a distance--whether by telephone lines, computer, microwave links, cable television systems, or satellites, educational institutions in the United States have adopted a variety of methods of instruction which utilize the latest technologies. For example:

> The Irvine Interactive Cable Television System is a multi-institutional network that provides teleconferencing among 30 local sites in public schools, city government offices, the public library, a non-profit science foundation, and the University of California at Irvine. It uses two public access channels operated by a local cable company for two-way audio and full-motion video applications. It can be used on a point-to-point basis for two-way audio and video, or a program can originate at any location for one-way video and two-way audio discussion among multiple sites. Most of the programming is educational, but administrative meetings are also conducted over the system as well as special guest presentations. Students, teachers, and administrators are both participants in and originators of network programs (Olgren and Parker, 1983, pp. 263-264).

Across the United States, there are many examples of institutions joining together to form telecommunications cooperatives or consortia for the sharing of their educational resources. Often, the instruction is delivered over systems which employ two-way audio communication only,

and while it has been documented that instruction delivered in this way can be quite effective, it is nonetheless instruction which must contend with a very real constraint on its effectiveness--namely, its inability to communicate a simultaneous live video picture in conjunction with the audio transmission.

More and more, technological advances have increased ease of use and decreased costs to the point that the instruction delivered through such joint ventures has been able to utilize some form of video communication. When both a video picture and an audio signal are transmitted among all of the cooperating sites, the communication is said to be two-way video/two-way audio. This type of video delivery system most closely approximates face-to-face communication and has been used effectively by business and industry, as well as by education, for conducting meetings at a distance, for training at a distance, and for conferencing at a distance.

The focus of this study is another type of video delivery system for educational programming--the ad hoc national teleconference broadcast by satellite and utilizing one-way video and two-way audio communication. Moreover, the study is restricted to the use of such a delivery system for short-term, non-credit continuing education programming for school teachers and administrators.

Satellite transmission of a broadcast signal permits access to an originating institution's programming by any school--or person--with a satellite receiving dish. Receiving sites do not need to be members of an existing network and they do not need to be situated within a narrow geographical area in order to receive the programming.

However, many of the features which make the ad hoc national tele-

conference broadcast via satellite accessible to independent educational institutions, e.g., school districts, also constrain its effectiveness to some extent. As the number of sites increases, the likelihood that a particular person--or even a particular site--will be able to interact with the featured presenters decreases. Yet live interaction is usually conceded to be a necessary prerequisite to an effective teleconference.

The fact that it is an ad hoc teleconference generally means that the receiving sites are little more than a list rather than a network. Sites differ in their experience with teleconferencing, their understanding of it, their expectations of it, and their commitment of local resources to the coordination and enhancement of it. The ad hoc character of the receiving sites and of the participants at those sites makes it difficult for the originating institution to design any enhancements to the broadcast itself. For example, it may not be clear that all of the subscribing institutions plan to use the broadcast in such a way as to make feasible the distribution of materials to be read and/or discussed in advance of the national broadcast; it may not be clear that anyone at a particular receiving site would be in a position to follow-up on an originating institution's recommendation that a facilitated discussion of the issues raised in the national broadcast be organized at each local site in order to make the learning experience more meaningful for local participants. Once a receiving site has registered for a teleconference--and, in the case of a fee-based program, paid its money--the ad hoc nature of the relationship between receiving site and originating site does not lend itself to a great deal of control by the originating institution over the use that is made of

the programming or the context in which it is delivered at each of the receiving sites. Yet local decisions regarding the use of the national broadcast can ultimately determine the effectiveness of the program at the local site.

Use in Continuing Education

The ad hoc, non-credit, national video teleconference, targeted at the continuing education of professionals, is being used relatively frequently in such fields as nursing, engineering, and business. The teleconferences are often sponsored by professional associations and they are often received in the workplace, which provides them with a network of sorts for their delivery. Moreover, since 1982, a consortium of postsecondary institutions, primarily colleges and universities, has attempted to provide a network of intermediaries prepared to receive ad hoc video teleconferences and deliver them locally for the appropriate end audience. The National University Teleconference Network (NUTN) has been a pioneer in the field of video teleconferencing and has provided a vehicle through which ad hoc teleconferences can be received by a network of sites with experience in utilizing such programming. Teleconferences received by NUTN institutions are typically coordinated on each campus by a professional continuing educator with experience in adult programming. Teleconferences offered over the NUTN network are typically fee-based, and receiving institutions re-market the programs to individuals within their geographic areas. Local coordinators, therefore, not only have experience in how to utilize the teleconference--often coupling it with local segments featuring local experts on the topic under discussion--but also an incentive for

actively promoting it and making it an effective learning experience for those in attendance--i.e., the need to recoup their investments in the program and to keep their customers satisfied.

The ad hoc, non-credit, national video teleconference is not as well established in the field of continuing education for teachers and administrators. For two years, the National Diffusion Network (NDN) has been offering awareness-type teleconferences free-of-charge to school districts and other educational institutions as part of its mission to disseminate information about exemplary educational projects. The TI-IN network, operating out of the San Antonio Regional Education Service Center, began in 1985-86 to broadcast fee-based high school credit courses via satellite to schools primarily but not exclusively within the state of Texas; it has offered staff development programming as well (Boyd, 1986). North Carolina experimented in late April and May, 1986, with a series of six, weekly, one-hour staff development teleconferences which dealt with using the computer in the classroom; the teleconferences were received by three sites in North Carolina which worked with the state education agency to develop, implement, and evaluate the programs (Dionne, 1986).

Oklahoma State University College of Education Staff Development Teleconferences

Since 1984, the College of Education of Oklahoma State University has delivered via satellite ad hoc, non-credit, fee-based, national, video teleconferences for school teachers and administrators, and Oklahoma State University is the only institution whose experience with such a delivery system is described to any extent in the literature

(Lawry, 1986).

The Oklahoma State University College of Education staff development teleconferences are particularly interesting as a research study because in developing them the designers made certain assumptions about their potential use and appeal to educational institutions. To all appearances, these assumptions have not proven to be valid.

It was assumed that the series would find its most widespread use directly in school districts, especially those in the Central Time Zone, since each program in the series was scheduled to begin at 3:45 p.m., Central Time, in order to make them most convenient for Oklahoma schools. Also, the marketing of the programs was directed at Oklahoma schools, with limited effort made to announce them beyond the borders of the state. Yet eighteen of the 32 institutions which subscribed to receive the programs live, and 20 of the 42 total subscribers, were located outside the state of Oklahoma.

Moreover, it was assumed that the series would have limited appeal for educational institutions (such as colleges and universities) that might intend to receive the programs for re-marketing to area school teachers (who would travel to a receiving institution and pay a fee per person to attend). In planning the series it was assumed that the teleconferences would be used directly by school districts which would pay the fee to receive them and would then offer the programs, without charge, to their own educators as staff development opportunities. The National University Teleconference Network (NUTN) model of program delivery, which utilizes colleges and universities and selected other postsecondary institutions as intermediaries which receive teleconferences and then re-market them to end audiences within their communities

(with a per person fee charged to those attending), is attractive as a delivery system for teleconferences because these particular kinds of receiving sites are usually committed to enhancing the teleconference itself by using it as one component of a longer, more comprehensive slate of activities for those in attendance (in effect building on the teleconference in ways identified in the literature as making the learning experience more effective). However, the planners of the staff development teleconference series assumed that the time of broadcast would make the re-marketing concept generally untenable in most locales. Yet, only seven of the 32 subscribers which received the programs live were public schools.

Statement of the Problem

There is almost no information currently available in the literature on the use being made of the ad hoc, non-credit, fee-based, national, video teleconference, transmitted by satellite, for the staff development of school teachers and administrators. Moreover, there are no reports on the perceptions of the subscribers to such teleconferences regarding the feasibility and potential value of certain enhancements to the teleconference experience which have been shown in other contexts to increase the utilization and/or the effectiveness of teleconferencing.

Need for the Study

Ongoing data collection and evaluation are necessary to the improvement of educational programming. The potential of the live, ad hoc, non-credit, fee-based, national, video teleconference as an

appealing and meaningful continuing education, or staff development, experience for teachers and administrators can not be assessed unless detailed information is collected and analyzed from the early experiments in this area.

While Oklahoma State University maintains lists of the receiving sites for its teleconferences, with a contact person designated for each site, there is no descriptive information available on the use made of the teleconferences at the local sites. Yet the literature has shown that the successful use of a teleconference at a local site is dependent on the existence of a number of organizational factors and the implementation of a number of design factors that are controlled by the local site (Chapter II reviews these factors and their impact on a teleconference's utilization and effectiveness).

According to Rogers' "Diffusion of Innovations" theory (1983), the first group to adopt a new technology usually represent about 2½% of the eventual total market and are called "innovators." The next group to embrace a new technology are known as the "early adopters" and comprise 13½% of the potential market. The innovators and early adopters are the peers whose opinions of the new technology are sought by the 84% of the potential market who adopt a "wait and see" approach. The 32 institutions which subscribed to receive live the Oklahoma State University College of Education staff development teleconferences are innovators in this area. A case study of their use and their perceptions regarding these teleconferences would be the first step in the generation of hypotheses regarding the potential and the limitations of teleconferencing for the staff development of teachers. The subsequent testing of such hypotheses would then be useful not only to the partic-

ular institution whose teleconferences are being studied in this research but also to other institutions considering the use of teleconferencing for staff development.

Purpose of the Study

The purpose of this research was to conduct a case study of the thirty-two institutions which subscribed for a fee to receive live a series of staff development teleconferences for school teachers and administrators which were broadcast via satellite by the College of Education of Oklahoma State University in 1985-86.

Definition of Case Study

This research was undertaken as a case study, which is defined by Yin (1984) in Case Study Research: Design and Methods, as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23). The case or phenomenon under study is the series of staff development teleconferences for school teachers and administrators broadcast by the College of Education of Oklahoma State University in 1985-86. The context is their use, and the multiple sources of evidence are the individual institutions receiving them.

Research Questions

Demographic information collected for each institution in the study included type of institution (school, vocational-technical school, technical institute, college/university, other), title of the

contact person responding to the study, and a description of the experience of the institution and the contact person with respect to receiving ad hoc satellite video teleconferences.

The research itself was organized around a series of seven questions:

(1) What uses did the subscribing institution make of the teleconferences to which it subscribed?

(2) What kinds of coordination did the institution employ at the local level to achieve its intended uses?

(3) What other activities were organized by the local site in conjunction with the live broadcasts?

(4) How successful were the teleconferences in terms of numbers and kinds of people who attended and in terms of any evaluation done by the institution?

(5) In the opinion of the respondent, what kinds of things might be done by an originating institution to increase the utilization and the effectiveness of teleconferences?

(6) In the opinion of the respondent, what kinds of things might be done by a local site to increase the utilization and the effectiveness of teleconferences?

(7) In the opinion of the respondent, how feasible and potentially worthwhile would each of the following be in terms of increasing a teleconference's effectiveness?

   (a) readings distributed to participants in advance of the teleconference

   (b) hand-out materials

   (c) increased time for interaction on the national

broadcast

(c) local wraparound programming or discussion organized by the receiving site

Assumptions

This study assumed that those who pioneered the use of a new instructional delivery system would have gained experiences from it which would be useful to others seeking insight into the relationships underlying its effective utilization. It assumed that respondents would not only be able to describe their own use of the technology but also would be articulate enough and reflective enough on their experience to be able to offer suggestions on how staff development teleconferencing might be improved.

Limitations

The case study design employed for this research permitted the in-depth examination of one use of the phenomenon of staff development teleconferencing across a limited number of units (i.e., receiving institutions) which were self-selected by virtue of their having subscribed for a fee to the teleconference series under study. Because of this narrow focus, the study is limited in its representativeness and does not allow valid generalizations to the population of all staff development teleconferences and all potential users. However, while the case study approach does not permit generalization to populations and universes, it does allow generalization to theoretical propositions, and in this respect it is similar to the experiment as a form of inquiry. "In this sense, the case study, like the experiment, does not

represent a 'sample,' and the investigator's goal is to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization)" (Yin, 1984, p. 21).

All case studies are particularly vulnerable to subjective biases. In this instance, the case--the particular teleconference series--was selected because of the researcher's familiarity with it, and it might not be considered to be typical. The researcher did attempt to interview a representative of each of the institutions which subscribed to the series, and in this respect the study included the population of possible units rather than a sample. Moreover, the researcher found no similar kinds of teleconferences described to any extent in the literature, and this case would appear to be an unique opportunity for exploratory research.

Because the researcher was responsible for the marketing of the teleconferences which were studied, she can not be considered a disinterested observer of the results of the research. To the extent that she might have selectively included or excluded information from this report to serve an end other than the objective reporting of research, then the report would be biased.

The researcher's connection with the series might also have been a barrier to frank responses from those interviewed. However, the research questions for the study did not directly focus on an evaluation of the teleconferences per se, and in interviewing the respondents the researcher perceived very little reluctance to speak frankly.

In addition, each of the respondents who was interviewed was in some way responsible for the utilization and the coordination of the teleconferences at his or her institution. The respondents, therefore,

might have had reason to cast their roles and the reception of the teleconferences at their sites in the most favorable light possible, since lack of success of the teleconferences might in some way reflect on their competence. The researcher had no way to verify the accuracy of the responses given by the respondents.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter begins with an attempt to define and briefly describe teleconferencing, specifically with respect to the technologies which can be involved--audio, audiographics, video, and computer; the distinction between point-to-point and point-to-multipoint broadcasts; and the systems typically used to broadcast full-motion video teleconferences.

The discussion then turns to an examination of the factors influencing the effective use of audio, audiographics or video teleconferencing at the local level. These factors include organizational ones, which influence the acceptance and degree of utilization of teleconferencing within a particular organization, and design ones, which relate not only to features of the teleconference itself but also to a variety of complementary activities which can be undertaken by the originating institution and the receiving sites together to increase the effectiveness of the learning experience for participants.

Finally, the organizational and design factors identified in the literature as contributing to the effectiveness of other teleconferences will be reviewed in relation to their feasibility for non-credit, short-term, ad hoc satellite teleconferences.

Definitions of Teleconferencing

Singleton (1983) defines teleconferencing quite simply as "elec-

tronic meetings; using telecommunication technology to hold meetings or bring individuals into gatherings while remaining in different locations" (p. 218). Teleconferencing defined as electronic meeting is as old as the telephone.

In its modern uses, teleconferencing has been expanded to include four major forms of the technology--audio, audiographics (the transmission of graphics and text information over a narrowband telecommunications channel, such as a telephone line or radio subcarrier), video, and computer conferencing--which, according to Olgren and Parker (1983), all have several factors in common:

1. They use some type of telecommunications channel and technology;
2. They link individuals or groups of people at multiple locations;
3. They are interactive, providing two-way communication;
4. They are dynamic and live, involving the active participation of people (p. 7).

While business and industry early on embraced teleconferencing as a means of holding meetings at a distance, this application is not as widespread in the field of education. In education, teleconferencing has most often been used for some form of what Parker (1984a) has described as teletraining, which he defined in relation to corporations as "an integrated system for the delivery and management of corporate training programs through the use of advanced telecommunications services" (p. 10). The "delivery and management" of educational teleconferencing has usually been done within the context of a network of sites which join together for the purpose of originating and receiving these educational opportunities on a long-term basis. However, educational teleconferencing has also been delivered, although perhaps not as effectively managed, through the ad hoc broadcast of a program by

one institution which attempts to sell the program on a nation-wide basis to other institutions.

Educational teleconferencing for the purpose of teletraining has embraced all four of the major forms of teleconferencing technology--audio, audiographics, video, and computer. Audio teleconferencing systems, in particular, have a long history of successful use in education, particularly to deliver college-level credit courses and to meet the non-credit continuing education needs of certain professions--e.g., nursing, and audioconferencing continues today to be a cost efficient and effective means of providing teletraining.

Video teleconferencing, however, has a more recent history. It is defined by Olgren and Parker (1983) as:

> Two-way electronic voice and video communication between two or more groups, or three or more individuals, who are in separate locations; may be fully interactive voice and video or two-way voice and one-way video; includes full-motion video, compressed video and sometimes freeze-frame video (p. 331).

Full-motion video teleconferencing, which is the focus of this study, typically includes two-way audio and either two-way or one-way video. With two-way video communication, all of the locations involved are equipped for inward and outward audio and video. As Finkel (1982) points out, this kind of teleconferencing, which is the most costly and the most like face-to-face communication, is generally limited to conferences where the number of participants is small and where there are only two locations.

Olgren and Parker (1983) report that:

> Whereas most of the applications of videoconferencing in business use two-way video systems between two locations, educational applications tend to have one-way video and two-way audio networks for point-to-multipoint educational programming (p. 261).

Point-to-multipoint video teleconferences, which typically employ one-way video/two-way audio, are referred to by Singleton (1983, p. 184) as "inward teleconferencing," in the sense that the program originating from one location is brought in to a number of other sites. Such point-multipoint full-motion video teleconferences "mainly use the wide-band [communication] channels available on satellite, microwave, or cable" (Olgren and Parker, 1983, p. 223).

A number of the educational applications of full-motion video teleconferencing described later in this review of the literature utilize microwave or cable channels. Much of the experience of the users of these systems in designing effective video instruction and in encouraging its use within organizations is applicable to satellite teleconferencing as well. However, the differences between microwave/cable broadcast and satellite broadcast are equally significant and center on the diversity of the receiving sites and the degree of their commitment to and experience in utilizing teleconferences for educational purposes.

The use of satellites, rather than microwave or cable links, to transmit teleconference signals makes the broadcasts accessible to sites which are not part of an in-place network. The "network" for the typical ad hoc satellite teleconference is established as particular institutions commit to receiving the specific broadcast. Such ad hoc, or special event, teleconferences, as defined by Olgren and Parker (1983, p. 321), use "facilities that are temporarily linked together for a specific meeting or event; . . . [imply] a one-time or occasional use of teleconferencing, as opposed to a permanent system or regular usage." It is the ad hoc satellite teleconference, which generally functions outside an established network of sites which are committed in advance

to originating and receiving programs, which is the focus of this study.

The remainder of this chapter will examine the lessons to be learned from the experience of others who have originated and received educational teleconferences--regardless of whether the programming was delivered over a pre-defined network or on an ad hoc basis; regardless of whether the programming involved many hours or only a few hours of instruction; regardless of whether the programming was available on a credit or a non-credit basis; regardless of the medium employed for its delivery (whether audio, audiographics, video, or computer). The lessons to be learned are divided into those affecting the acceptance of teleconferencing by an organization and its members, and those affecting the design of a teleconference as part of a total learning experience.

Finally, these lessons are summarized and discussed in relation to their possible applicability to the ad hoc, national, non-credit, short-term video teleconference delivered by satellite and intended for the staff development of school teachers and administrators.

Organizational Factors Affecting Teleconference Utilization

Most of the educational teleconferences delivered in the United States today are delivered over networks which have been organized for this purpose. The networks are generally regional rather than national cooperatives, and the sites themselves or the participants at the sites are linked by a commonality of interests and purpose. The establishment of the network in itself could be generally regarded as a signal that the member-institutions are making a conscious and long-term com-

mitment to the use of teleconferencing to serve their educational needs. The literature documents the value of such an organizational commitment and the need for translating this message in non-threatening ways to the members of the organization.

Internal Promotion and Training

Bell and Cukier (1984) cite the importance of an institution's considering its objectives, structure, culture, and politics in determining the best approach to use and the speed with which it implements teleconferencing. While their article is concerned primarily with a business organization's use of teleconferencing, it has application for educational institutions as well. They emphasize that teleconferencing's benefits for individuals and for the organization must be clearly communicated in order to develop a program that is cohesive and has the support of those it affects. They cite particularly the need for the organization to work to promote teleconferencing once it has committed to using it.

> Because teleconferencing is a new way of operating, considerable internal marketing is often required to encourage initial and continuing use. Even in organizations where, of necessity, teleconferencing has been mandated, promotion is an essential companion to training (Bell and Cukier, 1984, p. 304).

Training and promotion, as used by Bell and Cukier, are components of an orientation for users, and they believe that "Without proper orientation of potential users to its benefits, applications, and operation, even the most well designed system may sit unused" (p. 303).

Miller and Keiper also argue strongly for an internal promotion of teleconferencing to convince potential users of its benefits.

> An internal promotion program is designed to present teleconferencing in a positive light. It is the organization selling the organization on the system. Internal promotion of teleconferencing systems is often neglected completely, yet the payback from even the simplest promotional campaign can be very high. With any new product or service, the individual has a natural tendency to resist change. Often this is caused by the fear of the unknown. . . . Many programs and managerial services have failed because of the lack of internal promotion. An internal promotion program which inspires curiosity and interest will give any system a fighting chance to prove its usefulness. One that inspires "self interest" is almost sure to do so. If the user is led to teleconferencing rather than pushed, the chances of a successful system is almost assured. This program is also an ongoing effort that should be developed and redeveloped throughout the life of the system (p. 288).

An institution which commits to using teleconferencing for the professional development of its staff must do more than merely announce that a program will be received if it wants to have the program used and used effectively.

MacDonald (1984), in assessing the costs of point-to-multipoint video conferencing, cautions that

> Sometimes the cost really is too high to be justified by the needs of the user, but in too many instances this valuable and powerful medium has been rejected because the prospective user could not understand and seize its potential benefits and values.
>
> The general lack of users' experience with ad hoc video conferencing contributes to this inability (p. 47).

Olgren and Parker (1983), in a comprehensive review of teleconferencing technology and its applications, conclude that:

> The problem of user acceptance of teleconferencing is not unusual, and some well-designed technical systems have fallen into disuse after an early spurt of interest. . . . User acceptance and sustained applications are two of the most important human factors in teleconferencing and they require as much, or even more, planning than the technical design (p. 238).

In a 1983 survey of teleconference users, Parker (1984b) reported

that one key person within an organization was often very influential in the organization's decision to adopt teleconferencing. Parker went on to analyze the user satisfaction questions included in his survey by identifying the possible presence of a "hurdle effect."

> Teleconferencing users must 'clear a hurdle' to get from their first teleconferencing experience to familiarity and acceptance of current teleconferencing technology. That is, users must lose the mystique and fear they feel for teleconferencing--usually in their first experience--before they regard teleconferencing as a transparent and productive communications tool. Those users who don't get across the hurdle tend to drop their teleconferencing commitment and become poor ambassadors to others contemplating adoption of the technology (p. 102).

While Parker's observations refer to teleconference users who are actively involved in delivering the teleconference (e.g., business users who are on camera to conduct meetings by teleconference, as opposed to teachers who might be participating in a one-way video/two-way audio teleconference), they are not without applicability to any decision to adopt and use teleconferencing.

Acker (1985) draws on Rogers' "Diffusion of Innovations Theory" (1983) and discusses the characteristics of innovations in relation to a series of questions which might be posed by those attempting to introduce teleconferencing to an organization.

1. Relative Advantage. From the perspective of the user, is the innovation superior to the present system in use? Can teleconferencing save money, improve decision making, save time, or enhance corporate responsiveness when compared to current communication systems? [With respect to staff development teleconferences for teachers, what is their relative advantage in comparison to the ways in which staff development is currently being delivered within a school district?]

2. Complexity. How difficult is the teleconferencing system to use? Can members of the organization easily understand teleconferencing and easily apply it towards desired ends? [With respect to staff development teleconferencing, how

significant is the commitment of staff which must be made at the local level to actively and creatively promote and coordinate the teleconferences? In this sense, how easy is it (or how complex) to effectively use teleconferences at the local level?]

3. Observability. If teleconferencing is adopted, how evident are the results brought about by using the system? Are the results of using teleconferencing, the assumed relative advantages, unambiguous and easily described to others? [In the case of institutions receiving staff development via the teleconference, what were the perceived advantages of using the technology and how observable are its results? How significant are its results in comparison to alternative delivery systems for staff development?]

4. Trialability. Communication is a public, ego-involving activity. People prefer modes of communication in which they feel competent. An opportunity for low-risk experimentation is a desirable attribute for a communication innovation. [These considerations are no less true of teachers, and the context in which a teleconference is used at the local level is within the control of local decision makers and planners.]

5. Compatibility. Every organization possesses a set of values set within a corporate culture. Is the use of teleconferencing consistent with currently held beliefs and will the relationships among individuals in the corporation continue undisturbed? [Similar questions would apply to schools.] (Acker, 1985, p. 211).

Baird and Monson (1982) advocate a program of training teleconference users that begins with helping them identify the benefits of it for them--and not just for the organization. They suggest that the program of educating users is as valuable for what it teaches them teleconferencing is <u>not</u> as for what it tells them teleconferencing is.

> The secret here is: get the facts out about teleconferencing. Present these facts about what teleconferencing is -- and is not -- so people can form a realistic opinion about how it's going to affect them (p. 285).

Potential users, especially those already staked to the technology because of their institution's commitment to use it, will get more out of the experience if they understand what there is to be gotten.

> People need to see successful applications in terms of case studies, not just a listing of what teleconferencing can do. We need to resist the attempt to make teleconferencing "just like" face-to-face, however. (Many system designers have lost sight of the fact that it is not the same. Not necessarily inferior, but not the same.) (Baird and Monson, 1982, p. 286).

Just because teleconferences are not effective in the ways in which face-to-face meetings or conferences are effective does not mean that they are ineffective, and they might be effective in some ways in which face-to-face meetings can not.

Muse (1982), in reporting on the use of teleconferencing to deliver professional continuing education in Nevada, underscores the importance of user education: "Certainly educating the audiences and potential clientele has been a major challenge" (p. 25).

Ribble (1985), in an analysis of resistance to teleconferencing in medical settings, identified some of the fears that act as inhibitory factors to the acceptance of teleconferencing by four groups of key individuals: administrators, educators, presenters, and participants. With respect to participants:

> The fear of losing tangible benefits through the acceptance of high tech communication without compensatory high touch privileges may be the most important inhibitory factor affecting teleconferencing (p. 317).

She observes: "One suspects that the systems that did fail may have failed to acknowledge and address the specific fears underlying the resistance that eventually overwhelmed the projects" (p. 318).

Bevan and Threlkeld (1983) suggest a number of things to "insure that teleconferencing will have its best chance at acceptance by the people who use the technologies" (p. 250). Much of what they propose is within the control of the organizational leaders who make the

initial decision to utilize the technology:

> First, people who are about to encounter a new and stressful situation, such as teleconferencing, need to be properly prepared to cushion the change. Second, it is possible to design training that will minimize stress, and lead to a successful experience. Finally, this training should be more than simple handouts, manuals or didactic lectures. It should concentrate on behaviors, be in a setting which simulates the actual teleconferencing environment as much as possible, and should be designed to recognize the emotional component of this new and unique experience (p. 251).

While their recommendations might most appropriately be applied to users who are responsible for the delivery of the programming, they are not without their applicability to users who are expected to participate as receivers of it.

Chute (1982) describes a training program for teleconference presenters that includes content which might well be adapted by an organization attempting to train, or prepare, its staff to participate at the receiving end in a teleconference:

> After the workshop opening, a rationale for using teleconferencing is presented. At this time, the participants are provided information which demonstrates how teleconferencing can meet their needs. . . . Next, participants learn teleconference techniques essential to the adoption of instructional teleconferencing; failure to implement an innovation is often attributed to the number of obstacles faced by the user in attempting to carry it out. One such obstacle is the appropriate use of the innovation (p. 301).

Appropriate use is not confined to those originating a teleconference; it might also be used to ensure the effective use of a teleconference by those registered to receive it.

Hagstrom (1984), in reporting on his college teaching experience through the audio system of the Learn Alaska Network, includes a quotation from a student which emphasizes the importance of advance preparation--orientation--training--for those who are to participate in tele-

conferencing:

> I was skeptical but now I'm a believer. You can communicate with the teachers and the other students in a teleconference class. The secret is organization. The teacher must be organized; the teacher must get the materials out to you and prime you for the moment [emphasis mine] when you flip the switch. Then the electricity flows (p. 40).

Involvement in Planning the National Program

Finally, a variety of sources note the importance of involving the end users in the design of the teleconference. While this is a reality for programming developed for pre-existing networks of users, it is not a direct possibility for ad hoc teleconferences which are designed to be made available to a theoretically unlimited audience--for example, teleconferences which are sold by subscription nation-wide. In most cases, such ad hoc national teleconferences are "national" in their delivery--but not in their planning. However, ad hoc teleconferences can, as a minimum, include persons representative of the end audience in the planning of the programs--e.g, a committee of teachers could be involved in the planning of a teleconference intended as a staff development program for school teachers.

Design Factors Influencing the Effectiveness of Teleconferences

Many of the design factors which are identified in the literature as influencing the effectiveness of the teleconference are within the exclusive control of the originating institution (e.g, content and format). Many of the most effective design features, however, are either ones whose implementation is the responsibility exclusively of the

local site (e.g., the way in which participants are greeted when they arrive for the teleconference), or they are ones which can be designed and suggested by the originating institution but require implementation at the local site (e.g., the suggestion that there be at least a facilitated discussion held at the site following the teleconference in order to give participants the opportunity to comment on the teleconference more fully than they are able to during the interactive portions of the national broadcast).

Many design factors are natural outgrowths of a teleconference which carries academic credit--e.g., participants must complete supplementary readings on which they are ultimately tested. Some design factors are more necessary to audio teleconferencing than they are to video teleconferencing. Some of them are only possible in those situations where the instruction is delivered in multiple sessions which extend over a period of time (as is the case, usually, in credit coursework), and they would need to be adapted significantly for instruction of only two or four hours.

Following are examples of design factors which might increase the effectiveness of an ad hoc, national, short-term video teleconference.

On-Site Coordination

Many successful teleconferences cite the importance of an on-site coordinator. Kruh (1982) reports on the delivery of graduate education courses by the University of Kansas over the Kansas Regents Continuing Education Network (TELENET), which utilized an audio teleconferencing component. In this case the on-site coordinators were responsible for leading both pre-class and after-class discussions of the course con-

tent. They periodically met with the instructor over the telephone in preparation for the class meetings. During the classes themselves, there was time built in for "off-net" (i.e., off-network) activities and interaction by participants at each site with their on-site coordinator. When the class resumed on the audio network, each coordinator would report back to the total TELENET class on the discussions at his or her site.

Cordes and Boysen (1984) also address the importance of the on-site coordinator to the success of a teleconference (in their case, an audio teleconference):

> It is clear from our discussions about the customizing of teletraining production that special things must be done to accommodate the learner. By the same token, it is clear that the teletrained learner will have to adapt to new forms of instruction. An interface is needed to bring the new process and the new learner together. In order to create this interface, a trained on-site coordinator is essential at each remote site. In essence, the on-site coordinator serves as the initial contact with teletraining for most learners.
>
> In his book Megatrends, John Naisbitt suggests that in order for people to adapt to high technology they need human counterbalances which he refers to as 'high touch.' In other words, as high technology is introduced, high touch is required to assure widespread use of the technology. The on-site coordinator, therefore, can serve as the high touch, human link in teletraining (p. 179).

Cordes and Boysen (1984) go on to suggest the variety of duties which might be assumed by an on-site coordinator: serving as remote site logistics coordinator; marketing upcoming teletraining programs; arranging for and setting up the teletraining room; distributing associated learning materials; establishing teletraining protocol; assessing individuals and the group for concerns, experiences and preferred learning styles (to "orchestrate the situation to enhance their partic-

ipation in the learning experience"--p. 180); facilitating group interaction; carrying out on-site evaluation functions.

Sanders (1985) echoes Cordes and Boysen's emphasis on the importance of the on-site coordinator, especially with respect to anticipating the "hospitality expectations" of the audience and adding a "human touch to a high-tech medium" (p. 302).

Neumann (1985) cites three advantages of utilizing local facilitators at each conference site:

> A facilitator is familiar with the teleconferencing system (technical), the nature of the meeting (practical), and the participants themselves (interpersonal).
>
> The use of facilitators has received support in theory, research, and practice. These facilitators greet participants at each location, introduce them to the teleconferencing facilities, and answer any questions. This attempt to comfort the participants has helped in the success of teleconferences (p. 291).

Searfoss, Reimer, and Hurley (1982), in describing the Georgia Hospital Association's interactive audio network, cite the use of it to deliver a health career awareness program for school counselors and science teachers. Their agenda included a formal greeting of the teachers at the door as they arrived to attend the programs and a local welcome and introduction to the group by the hospital administrator.

Even when a video teleconference is scheduled to be delivered for in-house use only by an institution's own staff, a formal greeting and introduction, to include a description of what is about to happen and an assessment of its potential benefits for the audience, can help to suggest to the local audience the context in which the activity should be viewed. Such preliminary activities need to be planned and coordinated by a person at the local site who has assumed some degree of re-

sponsibility for the delivery of an experience that overall is deemed worthwhile by the participants at that site.

Prowse and Monsma (1985), in reporting on the development of an audio network among 94 hospitals within the Alberta Hospital Association, also emphasize the critical role of the site facilitator. They point out, however, that even within an established network of receiving sites, there is usually no control in the selection of the coordinators.

> Site facilitation is crucial to teleconferencing since, unlike face-to-face gatherings, the planners have little control over what happens 'out there' and cannot directly intervene when problems arise. Recruitment of site facilitators is easier for us than it is for an agency which has no direct linkage but, concomitantly, we have no control over selection -- our initial group of site facilitators includes hospital educators, secretaries, and chief executive officers. Because of the very rapid happenings, we took care to let site facilitators know we understand this new responsibility for them is an add-on to an already full-time work responsibility (p. 12).

Local Wraparound Programming

Interaction with a coordinator at each receiving site who is in a position to influence the use made of the program at that site is carried a step further in the model of delivering teleconferences which is used by the National University Teleconference Network (NUTN). NUTN's Sourcebook (1984) of information for practitioners of teleconferencing identifies what NUTN members have found in their experience to be a key to videoconferencing effectiveness:

> NUTN's experience in the videoconferencing field indicates that INTERACTION is a key factor.
>
> INTERACTION provided by a local wraparound is absolutely necessary even when highly credible speakers are featured. NUTN's program format, for example, utilizes local facilita-

> tors who are skilled adult educators and who are creative in designing local components to meet the needs of participants. Wraparound sessions may include the stimulation of discussion by small group activities and/or utilization of case studies, role plays, panels of local experts, and other local resource people. Two- or three-day conferences are often designed around [or 'wrapped around'] the videoconference. Thus, the videoconference is part of the training 'mix' and not the total program. Some NUTN receive sites have found marketing to be more successful when videoconferences have been promoted as a part of a total conference (National University Teleconference Network, 1984, pp. 4-5).

NUTN, as a consortium of postsecondary institutions with experience in and a commitment to adult learning, offers potential originators of teleconferences an intermediary market for their programs. NUTN institutions receive the teleconferences and then use them, usually as one part of a more comprehensive program, for re-marketing to individuals in their service areas. While an originating institution using the NUTN network is not in a position to select the coordinators at the local sites, it is assured that the local coordinators are expert at using teleconferencing, and promoting such programs, to good advantage.

Wraparound programming is a key to audience satisfaction. The following example is given in the NUTN Sourcebook:

> The videoconference, 'Inexpensive Justice,' designed to provide a working familiarity with small claims courts, illustrates how the local wraparound can have a different flavor at each receive site. Although basic concepts are transferable to all locations, each audience has specific needs. These specific needs were addressed at the local level by 'local experts' (individuals and/or panels) which included lawyers, court clerks, judges and representatives of small business. Other local activities included:
>
> (1) trips to local small claims courts;
> (2) full day programs with the video segment as a component; and
> (3) discussion of local case studies (p. 5).

The NUTN Sourcebook emphasizes the role of the local wraparound program in meeting the unique needs of the audience at each local site and

encourages the local coordinator to "think like a strategist":

> Look at the local teleconference component as an opportunity to improve the event and tailor it to meet local needs. It enables you to reconstitute the original package. The program, from the point of view of the participants, becomes your program--they meet at your site and listen to local speakers. Participants also receive unique information and have a special opportunity to ask a national resource questions via the satellite segments. NEVERTHELESS, THE LOCAL COMPONENT MAKES THE PROGRAM (p. 28).

Integration of Other Media

Huffman (1983) reports on a multiple delivery system used by Virginia Polytechnic Institute and State University for off-campus instruction. A course entitled "Audio Visual Methods in Education" quite appropriately combined twenty pre-taped television segments, which were broadcast through the facilities of the local PBS station and simulcast over two additional stations (each program was broadcast twice); a series of 90-minute audio teleconferences, "to present information which did not require visual accompaniment, and to clarify procedures pertaining to homework, self-instruction, examinations, and other logistical matters" (p. 266); and a printed study guide "designed to supplement the television programs, to present additional information, and to help students manage their own learning" (p. 265). Each guide

> provided reference material for a variety of learning activities. Each lesson included an overview of the topic, a list of learning objectives, required and optional reading assignments, study questions to focus the viewing of television programs, learning activities, a self-test, and for seventeen of the lessons, a homework assignment (p. 265).

Partin and Atkins (1985) recently reported on the successful use by the U.S. Army Logistics Management Center of a "Remote Multi Media Mode" (RM3) delivery system for providing logistics education to Depart-

ment of Defense managers at five locations. The system utilizes satellite television broadcasts for two hours each day, combined with four hours of electronic blackboard instruction and additional hours spent viewing videotapes at each site, working practical exercises, and otherwise engaging in independent study.

Kruh (1982) cites TELENET's integration of videocassettes into its audio courses, with a copy of the videocassettes available for playing at each site in advance of the audio class sessions. For example, a three-credit course on "The Glasser Approach in Education" utilized twelve 30-minute videocassettes professionally produced by Dr. William Glasser. "Following the weekly video presentation, two hours of Network time were used by the instructor of the course to discuss with the class the topics Glasser presented as well as the assigned readings. In addition, Dr. Glasser participated by telephone in one of the class sessions" (p. 309).

Avgerakis (1984) also recommends that program designers consider sending pre-taped video to receive sites in advance of a program. The video can be shown at each site independent of the need for satellite transmission and can then be followed by a strictly two-way audio question-and-answer segment or a live satellite transmission involving one-way video/two-way audio questions-and-answers.

In reporting on the successful broadcast of two video teleconferences sponsored by the State Department of Education to school districts in Pennsylvania, Mitroff and Eichelberger (1983) make a distinction between passive television watching and what they call "television technology." The distinction embodies a description of what many teleconferences use to enhance the learning experience of the teleconference

itself.

> Whereas, television refers to the viewer in front of the television set, television technology refers to a more complicated situation which includes interactive capability between persons gathered in front of television sets, yet separated by many miles. It refers to active rather than passive viewing. Active viewing occurs because viewers have been prepared for and are involved in the material which is coming over the screen. In addition to being prepared for the programming, they are expected to participate in some sort of follow-up activity after the screen image disappears. The willingness of the viewer to become engaged in this process is enhanced by the fact that in the case of television technology, the viewer in the group setting interacts with professional peers. Therefore, social interaction and the support that comes of sharing an experience with others is added to the television technology experience (p. 274).

The Pennsylvania teleconferences included the distribution of pre-conference print materials which provided an overview of the teleconference content and some key concepts; the organization of the target audiences into "viewing groups" kept deliberately small (10-15 persons) in order to promote interaction at each site; pre- and post-conference questionnaires to obtain demographic information on the teleconference participants and to determine the qualitative impact of the teleconference experience on the participants; and the re-configuration of the video from the teleconferences into modules of 15-20 minute videocassettes with supplementary print components.

An article in Training and Development Journal titled "Practice Before You Preach: Some Advice to Videoconference Users" (1982) outlines a number of steps which can ensure an effective teleconference. It recommends that users plan in detail both the production and the content decisions and "consider, too, how much information the audience can absorb; time its release during the conference for maximum impact" (p. 12); integrate special technology (videotaped inserts, computer

graphics, fast-paced editing to spice up and streamline the presentation); identify the conference's goals ("know exactly what you want the meeting to achieve, and direct every word, gesture and visual toward that objective"--p. 12); review the script ("logical, stimulating talks are more than half the battle"--p. 12); prepare on-camera participants for the reality of being in the camera's eye; and analyze the profile and purposes of the audience before planning the program to "gear as much of the content and logistics of the videoconference as you can to their ultimate receptivity" (p. 12).

Boone and Bassett (1983) identify a number of features which can increase the effectiveness of an audio teleconference: distribution of a printed agenda and participant list (representing participants at all of the sites); advance distribution of biographical information about presenters; planning for a period during which people at each site are allowed to chat informally before the beginning of the meeting; allowing participants a few minutes for informal talk at the end of the audio teleconference; the preparation of a written summary of the main points of the meeting which can later be mailed to participants.

Pereyra (1985), in reporting on a Connex User Roundtable discussion, identified as a highlight of one of the break-out sessions the advice to "follow up on teleconference meetings as carefully as you would face-to-face meetings. In fact, it is a good idea to schedule follow-up teleconferences" (p. 86).

A Delphi survey of representatives of leading organizations in the field of satellite teleconferencing for continuing education was conducted by Bretz (1983). The consensus of the twenty-eight participants was that in the future satellite teleconferences will "include a

mixture of technologies, including satellite transmissions, computers, audio networks, facsimile, videodisc, and others" and that they "will involve written materials developed specifically for the teleconferences" (p. 389).

Non-credit continuing education programs for nurses in Washington were "organized around a series of learning activities which included: viewing audiovisual programs [at each site], studying written materials, and teleconferencing [audio only] with an instructor over the Washington Educational Teleconference Network system" (Kuramoto, 1984, p. 264).

A survey of medical audio teleconferencing users, conducted by Johnston and Korsmeyer (1984), concluded:

> . . . the majority thought questions were important, but were too inhibited to ask them or found they were not needed. One might postulate from this that promoting discussion during the conference could make the experience more effective. We are now circulating study questions before the conferences. The . . . moderator seeks to stimulate discussion throughout the conference.
>
> Because discussion seems to be an important factor in effectiveness, the faculty are encouraged to include some case studies within the program to stimulate participation (p. 249).

Possible Applications to Staff Development Teleconferences

Many of the organizational factors identified in the literature as influencing user acceptance of teleconferencing are ones which would be difficult for an originating institution to effect. Clearly, however, the utilization and effectiveness of a staff development teleconference for teachers would depend in part on how well the school had oriented

teachers to teleconferencing and its benefits--as well as its limitations--for staff development programming. The utilization of the programming would also be affected by the degree of internal promotion of the activity. While these matters are somewhat outside the control of an institution originating staff development programming, it might not be unreasonable to think that originating institutions could work with receiving sites--even ones identified on an ad hoc basis for the reception of a special event teleconference--to point out the kinds of things which can be done at the local level to increase utilization and effectiveness.

Many of the design features of teleconferences which are intended to increase their effectiveness are most appropriate for long-term, credit-bearing education. However, the following features which have been cited in the literature hold some promise for short-term, non-credit programming: advance preparation of the audience through selected advance readings; reinforcement of the learning during the teleconference through focused hand-out materials and increased interaction with the sites; and planned follow-up activities such as facilitated discussions at the local sites or formal programs organized by each site to complement the national broadcast.

CHAPTER III

METHODOLOGY

The purpose of this research was to conduct a case study of the thirty-two institutions which subscribed to receive live one or more of a series of fee-based staff development teleconferences for school teachers and administrators which were broadcast via satellite by the College of Education of Oklahoma State University in 1985-86. The study queried respondents on the use and coordination of the teleconferences at their institutions and solicited their suggestions on how the broadcasting (or originating) institution and the receiving institutions (or local sites) might improve the utilization and effectiveness of such teleconferences.

In addition, the study asked selected respondents to assess the feasibility and potential value of four features of teleconferences which have been identified in the literature as contributing to their effectiveness: advance readings, hand-out materials, increased interaction, and local wraparound programming or discussion.

The study was exploratory in nature. It attempted to uncover, from the experience of those who are pioneering the use of staff development teleconferences, possible variables which underlie and discriminate among those who use teleconferencing for this purpose with greater and lesser degrees of success. From these experiences, tentative hypotheses have been postulated regarding the factors which might

contribute to the effective utilization of staff development teleconferences for school teachers and administrators. Such hypotheses are then recommended for future study.

Subjects

Forty-two institutions subscribed to receive for a fee one or more of the staff development teleconferences broadcast by the Oklahoma State University College of Education in 1985-86 (see Appendix A for a description of the teleconferences). Ten of these institutions subscribed under the videotape option, which called for Oklahoma State University to videotape the broadcasts for them and to mail the videotapes after the teleconferences had been aired live. Eight of the ten videotape subscribers were public school districts in Oklahoma; the other two were out-of-state universities. Because these institutions were not able to and did not participate in the teleconferences as live broadcasts, they are not included in this study.

For each of the 32 institutions which subscribed to receive the teleconferences live, contact was made with the person who was listed by the institution, at the time that it subscribed to the series, as the institutional representative to receive all future mailings from Oklahoma State University regarding the teleconferences. In most cases, the person listed as the contact had not been identified by title or function at the time that his or her name was submitted to Oklahoma State University as the contact for the teleconferences.

Preliminary Contact with Subjects

Each contact person was mailed a preliminary letter which de-

scribed the purpose of the research and asked the recipient to assess whether he or she would be the best person to participate in the study on behalf of his or her institution. If the person believed he or she would not be the best person to respond to the study, then the person was asked to indicate who might be the appropriate person at that institution for the researcher to contact. Included with the letter was a list of leading questions which were to be used to structure the subsequent telephone interview, which was the method used to collect the data for the study. A copy of the preliminary letter of contact and the questions which were enclosed are included in Appendix B.

Follow-Up Telephone Call

Thirty-one of the 32 persons contacted by letter were then contacted by telephone so that the researcher could answer any questions which they might have about the study. The researcher was not able to reach one of the contact persons by telephone during the two weeks in which the interviews were conducted, and this institution is not included in the study. Thirty-one of 32 possible participants were contacted by telephone and 30 were subsequently interviewed for the study.

In two cases, the persons contacted by letter named other persons at their institutions who would be in better positions to answer the study's questions, and these persons were subsequently contacted by letter and telephone call and asked to participate in the study.

The follow-up telephone call was also the occasion for the researcher and the subject to schedule, at the subject's convenience, a suitable later time for the actual telephone interview to be conducted.

The Telephone Interview

Data for the study were collected by means of a telephone interview with each of the participating subjects. The questions sent to each subject with the preliminary contact letter (see Appendix B) were used by the interviewer as the basis of the interview; however, at the interviewer's discretion, these questions were expanded on or curtailed, based on the extent of the respondent's self-described experience with teleconferencing and his/her willingness or reluctance to pursue certain lines of questioning. Whenever possible, the researcher attempted to probe more deeply into each of the areas included in the outline.

This semistructured interview approach, built around a core of structured questions, allowed the subjects to respond in relative detail when they wanted to and allowed the interviewer to probe for underlying factors or relationships which were too complex or elusive to encompass in more straight-forward questions (Isaac and Michael, 1981, p. 138).

The leading questions were designed to be very open-ended in order to not suggest appropriate responses or limit the respondents. Because the study was intended as exploratory research, respondents needed to be free to expand on their answers at length and to raise issues which the researcher might not have identified in advance as relevant to the overall goal of better understanding the relationships underlying the effective utilization of video teleconferences for the staff development of teachers. Such detail would be difficult to obtain if subjects were asked to respond in writing, and therefore the telephone interview was employed in order to encourage elaboration by the respondents.

Advantages of the Research Interview

The advantages of the research interview over the questionnaire, as outlined by Isaac and Michael (1981) are:

1. Permits greater depth.
2. Permits probing to obtain more complete data.
3. Makes it possible to establish and maintain rapport with respondent or at least determine when rapport has not been established.
4. Provides a means of checking and assuring the effectiveness of communication between the respondent and the interviewer (p. 138).

Disadvantages of the Interview Technique

A limitation of the interview technique is its "retrospective nature which introduces memory errors and contamination because of intervening events and biasing factors which increase with time" (Isaac and Michael, 1981, p. 139). Moreover, additional limitations are imposed because the data being obtained are reactive in nature, that is, "they directly involve the respondent in the assessment process by eliciting a reaction" (Isaac and Michael, 191, p. 128). As with all reactive measures, there is risk that the interview will make the respondent feel special or unnatural and thus produce responses that are artificial or slanted; there is also the risk that characteristics of the interviewer (e.g., speech patterns or accents, sex, age) will interact with the attitudes or expectations of the respondent. Moreover, because of the interviewer's connection with the teleconferences which are the subject of the study, there may have been a tendency for respondents to be less than frank in their assessments. However, the interviewer tried to assure subjects that they should feel free to be frank in their discussions.

Pilot-Testing of the Questions

The list of questions to be used by the researcher in the telephone interviews was pilot-tested with six persons who had served as contacts for other teleconferences which had been produced by the Oklahoma State University College of Education during the 1985-86 school year. None of the institutions represented by these six persons had subscribed to the fee-based staff development teleconferences which were the subject of this research study. Two of the persons represented public school districts; two of them were employed by vocational-technical schools; and two of them represented colleges/universities.

Pilot-testing of the questions increased the interviewer's skill in focusing the discussion and in probing, when appropriate, to elicit additional information. The pilot-testing also identified the most crucial questions to the purposes of this research, and the list of questions to be included in the study was subsequently revised based on the pilot-testing.

Tape-Recording of the Interviews

All of the subjects interviewed for this study gave permission for their interviews to be tape-recorded. The interviews were taped so that the researcher could engage fully in the conversation with the respondents without the distraction of note-taking. The researcher later reviewed these tapes and took notes in outline form on the content of the interviews which was most relevant to the research questions posed by this study. These pages of notes, which contain a substantial amount of comment by the participants, primarily in the form of indirect quotation, are included in Appendix C.

CHAPTER IV

ANALYSIS OF DATA

Participants in the Study

The researcher was not able to reach by telephone one of the 32 potential subjects for the study. Of the 31 persons who were contacted by telephone, 30 agreed to participate in the study. The one subject who did not agree to participate represented an out-of-state technical institute which subscribed to two of the teleconferences. The subject elected not to participate in the research because "we did not make much use of the teleconferences and I'm not really comfortable in responding to questions about them."

The 30 institutions represented in the study included:

--five individual public schools, all of them located in the state of Oklahoma;
--two out-of-state consortia of public schools;
--six vocational-technical schools in the state of Oklahoma, which serve not only the adult learner but also the students of a number of high schools which feed into their facilities;
--three out-of-state technical institutes, which do not serve high school students but instead direct all of their services to the postsecondary learner;
--two Oklahoma colleges or universities;
--nine out-of-state colleges or universities;
--three other institutions, one of which is located in Oklahoma and two of which are located outside the state: a state department of vocational-technical education; a state department of education; and a hospital.

Of the 30 total participants, 14 were from institutions located within the state of Oklahoma and 16 were from institutions located out-

side the state. Out-of-state locations represented in the study included: Georgia, Illinois, Iowa, Kentucky, Michigan, Minnesota, Montana, New York, North Carolina, Texas, Virginia, Washington, Wisconsin, and one site in Canada.

Classification of Subjects

Subsequent to the completion of the interviews, the participating institutions were classified according to the use which they intended to make of the teleconferences at the time that they subscribed to them. This classification is useful in analyzing the past experience of the sites with videoconferencing and in characterizing the types of coordination and activities which they employed in utilizing the staff development teleconferences.

Category A: Non-Public-School Staff Development

Under the classification scheme, nine of the institutions never intended to offer the programs to the public schools in their areas but instead received them for their own staff development; included in this category were five colleges/universities, one vocational-technical school, two technical institutes, and one state department of vocational-technical education.

Five of the subjects in this category have had moderate to extensive institutional and personal experience with teleconferencing (see interview sheets A-1, A-2, A-4, A-5, and A-9 in Appendix C) and their interviews were significantly longer (average time: 43 minutes) than were the interviews of the four subjects in this category who have had very limited experience with teleconferencing (see interview sheets

A-3, A-6, A-7, and A-8 in Appendix C; average interview: 10 minutes).

The persons listed as contacts for the teleconferences for these institutions included:

--a Supervisor, Alternative Learning Systems;
--a Teleconference Coordinator;
--a Director of Faculty Development;
--a Coordinator of Electronic Learning Systems;
--an Associate Dean of Academic Services;
--a Director of Guidance;
--an Assistant Director for Instruction;
--a Coordinator, Learning Resources Center; and
--a Coordinator, Human Resource Development.

Category B: Public Schools

Five of the seven institutions included in this category were Oklahoma school districts which subscribed to the series as staff development for their own teachers and administrators. The other two members of this category were out-of-state consortia of public schools.

One of the consortia and one of the individual school districts have had extensive to moderate institutional and personal experience with teleconferencing (see interview summary sheets B-1 and B-3 in Appendix C); their interviews averaged more than 36 minutes in length. Five of the group have had only very limited experience with teleconferencing (interview summary sheets B-2 and B-4 through B-7), and their interviews averaged only 10 minutes in length.

The persons interviewed from these institutions included:

--a Director, Systems Development and Telecommunications for a consortium of 28 school districts;
--a Technology Coordinator for a consortium of seven school districts;
--two school superintendents;
--a high school principal;
--a teacher who was also chairperson of the district's staff development committee; and
--a librarian/media coordinator who also teaches home economics.

In the case of the two superintendents who were interviewed, the persons originally contacted to participate in the study (because they were listed by their sites to receive information on the teleconferences) were a media coordinator and a secretary. Both of these contacts suggested that their superintendents be interviewed instead.

Category C: Marketers to Public Schools

Fourteen of the subscribing institutions intended at the time that they subscribed to the teleconferences to try to market them (whether for a price or free-of-charge as a public service) to public schools within their geographic areas. They included:

--five vocational-technical schools;
--six colleges or universities;
--one technical institute;
--one hospital; and
--one state department of education.

The state department of education offered the teleconference it subscribed to by invitation only as a means of demonstrating to key curriculum consultants and distance educators the potential of videoconferencing for staff development. The other institutions attempted to market the teleconferences to much wider audiences.

The prior experience of these institutions with videoconferencing varied from a relatively few teleconferences to a great many teleconferences. Seven of them had moderate to extensive experience with teleconferencing (see summary sheets C-1 through C-4, and C-10 through C-12); the average length of these interviews was more than 30 minutes. Seven of them had very limited or no experience with teleconferencing (C-5 through C-9, C-13, and C-14), and their interviews averaged 19 minutes in length.

The persons listed as contacts for the teleconferences for these institutions included:

Colleges and universities

--a Director of a University's Off-Campus Center;
--a Continuing Education Staff Specialist/Assistant Director, Center for Urban Affairs;
--an Instructional Technologist (and "unofficial" Teleconference Coordinator)
--an Assistant Director of Educational Design and Development System;
--a Technology Coordinator; and
--a Director of Instructional Material Services.

Oklahoma vocational-technical schools

--a Director of Special Programs;
--an Industrial Coordinator/Adult Education Coordinator;
--an Assistant Superintendent;
--a Business/Industrial Coordinator;
--a Director of Short-Term Adult Programs.

Technical institute

--a Coordinator of Instructional Resources.

Hospital

--an Education Instructor.

State department of education

--a Coordinator of Education Media Services.

Reporting of the Data

The reporting of the information gleaned from the telephone interviews is organized below primarily in terms of the research questions formulated for this study. When appropriate, the discussion of each research question is segmented in terms of the three classifications of respondents (A = non-public-school staff development; B = public schools; C = marketers to public schools).

Following a report of the interviews in terms of the research

questions, there is a discussion of other relevant information furnished by the interviewees which does not precisely fit within any of the study's research questions.

Each institution in this study has been identified by a code number which includes a letter (A, B, or C, depending on how it has been classified in the scheme discussed earlier) and a number (1-14). Throughout Chapter IV, references to these institutions are made by code letter and number. Appendix C contains the notes made by the researcher following each of the telephone interviews. A separate Interview Summary Sheet is included for each institution, and each sheet is identified by the institution's code letter and number. The reader is encouraged to consult these interview notes in reference to the quotations and paraphrases included in Chapter IV and as the source of additional relevant comment which was not able to be included in Chapter IV.

Research Question #1

"What use did the subscribing institution make of the teleconferences to which it subscribed?"

Category A subjects were non-public-schools which received the teleconferences for the professional development of their own staff members. They did not intend to re-market the programs to public school teachers and administrators, even though seven of the nine institutions do receive other teleconferences which they routinely re-market to appropriate end audiences within their geographic regions.

A Supervisor of Alternative Learning Systems for a technical institute drew on her past experience and cited the fact that "public schools are not very supportive" of teleconferences as the reason why

she did not consider marketing the teleconferences to the schools (A-1). Other reasons cited for not considering the marketing of the teleconferences to public schools were: business and industry--not the schools--are the primary audience for their efforts (A-2); they have no College of Education on campus and therefore no direct mission to the public schools (A-4); their College of Education was not interested in this use (A-5); they became aware of the teleconferences too late to consider marketing them (A-6, A-7); they have had limited experience in using teleconferences in this way (A-8).

Two of the nine Category A subjects did not participate live in the teleconferences to which they subscribed. One college videotaped its program for re-play in a formal workshop setting on a later day and time that was more convenient for them (A-3). A branch campus of a university videotaped one program at the request of a single staff person for his/her personal viewing (A-8).

One of the institutions in this category, the state-wide vocational-technical education agency, subscribed to all five teleconferences. Five of the institutions subscribed to only the March 4th program on "Younger and Older Learners Together: Solving the Instructor's Dilemma," which by its topic was perhaps more appropriate for postsecondary schools than for elementary and secondary schools. Three of the institutions subscribed to only the April 8th program on "New Directions in Reading Instruction: Theory and Practice."

Category B subjects were all public schools which received the teleconferences for the staff development of their own educators. Two of the receivers were centralized facilities representing consortia of school districts. One consortia includes 28 cooperating school dis-

tricts, which sent representatives to attend the teleconferences at the central facility (B-1). The other consortia re-transmitted the satellite signal through its cable television facilities to teachers in their own school buildings in the seven cooperating districts (B-2).

One of the seven institutions in this category did not participate in the live broadcasts but instead videotaped them and made the videotapes available on an individual basis to interested teachers (B-7).

The 28-school consortium and two of the school districts subscribed to all five teleconferences in the series. The remaining four subscribers received either two or three of the programs.

All fourteen Category C subjects subscribed to the series with the intent of making the teleconferences available to public schools within their areas.

One of the institutions scheduled one of the programs to be used with a concurrent conference, but because of a scheduling conflict which developed, it ended up videotaping the program and using the tape as part of a conference at a later date. It also videotaped the other four programs to which it subscribed because of the faculty's reluctance to be associated with a teleconference that they had not previewed (C-13). Another institution, which subscribed to two teleconferences, participated live in the second program but only videotaped the first because of lack of interest in it on the part of the College of Education (C-12). The other twelve institutions in Category C participated live in the teleconferences to which they subscribed.

Only four of the institutions subscribed to all five of the teleconferences in the series. Three institutions took four programs; one institution subscribed to three; four institutions received two pro-

grams; and two institutions signed up for only one of the teleconferences.

The following is a list of the five teleconferences offered in the series along with the number of institutions, among the 30 in the study, which subscribed to each of them:

October 3, "State-Mandated Student Assessment Programs"	10 subscribers
November 19, "Concerns, Issues, and New Directions in Early Education"	15 subscribers
February 13, "School Law Update"	14 subscribers
March 4, "Younger and Older Learners Together: Solving the Instructor's Dilemma"	19 subscribers
April 8, "New Directions in Reading Instruction: Theory and Practice"	20 subscribers

Research Question #2

"What kinds of coordination did the institution employ at the local level to achieve its intended uses?"

Eight of the nine Category A subjects participated in the live broadcasts and invited their staff to attend through individual written memos. Six of these institutions were pleased with their attendance, which ranged from 12 to 40 persons (A-1 through A-6). One institution reported only six persons in attendance (A-7), but said that they did not become aware of the program until relatively late and did not have much lead time to communicate with faculty. The representative of the eighth institution did not know how many people attended the programs (A-9).

In six of the nine cases, the institutional unit subscribing to

the program was also the one promoting and coordinating it. In three of the cases (A-2, A-4, and A-5), the institutional unit which formally subscribed to the program worked through another department within the institution--usually an academic department--which assumed responsibility for coordinating the activity, and the subscribing unit provided only technical support.

Institution A-1, a technical institute, invested a great deal of time and energy in coordinating its teleconference, which was attended by 29 staff members. Its Supervisor of Alternative Learning Systems reported that she personally facilitated a local discussion on the topic which followed the broadcast, and she prepared her own hand-out materials relevant to the application of the subject to the teachers at her institution. Her experience in coordinating teleconferences for her institution has "run the gamut" from securing underwriting for them, targeting an audience for them, marketing them, planning local programming for them, and evaluating them. She has coordinated approximately 40 videoconferences this year alone.

Institution A-3, a college, videotaped its teleconference for later use as the focus of an all-morning faculty development program. Its Director of Faculty Development planned a luncheon in connection with the program, prepared discussion questions to be used during it, and directed the entire morning's activities for the 17 faculty in attendance. His previous experience with videoconferencing was a teleconference received two years before; however, as Director of Faculty Development he had a great deal of experience in organizing learning activities.

The coordination provided by other institutions was relatively

minimal and was confined for the most part to circulating printed information about the teleconferences and providing technical support and the facility for their reception.

The four Category B public schools which participated in the live broadcasts (the fifth school merely videotaped the programs) almost universally relied on a simple announcement of the upcoming teleconferences and provided no other coordination except for the scheduling of the facilities and the technical support necessary to receive the signal. The one exception to this was the 28-member consortium of public schools, which planned a systematic approach to the series' promotion because, as the subject interviewed reported: "Aggressive marketing--internal promotion--is very important to your success in utilizing teleconferences (or any programming)" (B-1). This consortium sent a brochure describing the series as a whole to 6,000 people in the 28 school districts during the first week of school; one month before each teleconference, it mailed materials about the particular teleconference to a targeted audience of educators with interest in the topic; 4-5 days before the teleconference, contact was made one-on-one through telephone calls to likely participants. The consortium also adopted a very comprehensive approach to coordinating the teleconferences, which included not only aggressive marketing but also the development of local programming to complement each of the broadcasts.

Specific coordination for each teleconference received by this consortium was assigned to one or more of the subject matter specialists based at the central facility who had expertise in the area. The consortium's experience with videoconferencing is extensive, having received approximately 30 teleconferences during the past 18 months.

Moreover, staff at the central facility provide 16,000 hours of staff development training each year through conventional means--bringing teachers to the central facility for workshops, seminars, and conferences, so they have experience in both conference planning and promotion, instructional design, and adult learning principles. A total of between 360-380 persons attended the five teleconferences at this site.

In Category C, the marketers to public schools, the most successful schools were those which marketed the teleconferences through an existing educational cooperative. One technical institute (C-1), for example, sold the teleconferences to the Regional Staff Development Center in its locale, which serves approximately 10-12 school districts and is charged with the responsibility of planning and offering staff development for the participating districts. This Center then assumed responsibility for all promotion and planning in support of the teleconferences; the technical institute merely provided the technical support and the facility. The Center planned a follow-up program for each of the two teleconferences, which enrolled 24 and 39 persons respectively. In addition, the host technical institute (C-1) provided refreshments, folders, notepaper, and pens for the registrants.

A Pacific coast university (C-2) also approached a regional educational service district in its area (one of nine in the state), which serves 66 school districts. Once the teleconferences were sold to this intermediary agency, it assumed responsibility for promotion to the end audience (teachers and administrators) and coordination. Each teleconference was complemented by a formal follow-up program, and the series of five teleconferences enrolled a total of 300-350 people.

Five Oklahoma vocational-technical schools marketed the telecon-

ferences primarily to the school districts which feed into them. The school which had the most success was one which contracted with one of these school districts to provide three of the teleconferences for its teachers; the school district paid the fee and 15 of its teachers came to the vocational-technical school to participate in the teleconferences (C-3). The other four Oklahoma vocational-technical schools marketed more to the individual teachers in the school districts they serve, charging, in most cases, approximately $10 per person to attend. One of the four schools considered its efforts successful (C-5); one had mixed results on the two programs it carried (C-6); and two of the schools had, in their own words, "no luck" (C-9 and C-10).

Three out-of-state subscribers were institutions with no formal ongoing relationships with the public schools in their areas, and their attempts to interest the public schools in the series might best be characterized as marginally successful to unsuccessful. Institution C-4 was a hospital which subscribed to the series to inaugurate its plans to try and make its teleconferencing facilities available to groups in the area. They had only five people attend each of the teleconferences, but the respondent attributed this to the shortcomings of the marketing approach employed by the person who handled this for him. The marketer relied solely on a mail-out and did not follow through on the respondent's recommendation that he make personal contact in order to educate superintendents and other school personnel to the potential of teleconferencing. The other two institutions, a university and a community college (C-7 and C-8) on the East coast, mailed extensively to public schools in their areas; the latter institution followed this up with personal visits. They reported no interest in the series. The

community college representative, who is an Instructional Technologist and "unofficial" teleconference coordinator for her institution, cited the need for more help from originating institutions on marketing suggestions; she seemed somewhat puzzled by the complete lack of interest and suggested that in the future she would need to market more directly--by telephone. The university representative, who did follow up his direct mail approach with personal contacts, attributed the lack of response to the fact that schools in his area already have excellent, well-developed, and longstanding staff development programming in place for their teachers, featuring face-to-face contact, which, he noted, is a preferred alternative to teleconferencing. He also mentioned that the locally developed staff development programming would be more likely to be designed to meet local certification/continuing education requirements, whereas national teleconferences would not.

Two of the institutions (C-11 and C-12) turned the responsibilities for marketing the programs over to the colleges of education on their campuses. A southwestern university (C-11) reported that its college found little interest among local schools, but that its student Education Club decided to underwrite the cost of the programs for their own benefit. The Technology Coordinator for the other school, a southeastern university (C-12), reported that its college "apparently" did not follow through with the schools, and as far as he knew they did not use the teleconferences for their own faculty and students. However, the researcher was able to report to the subject that the school had participated live in at least one of the teleconferences, and a professor at the university had sent a letter to Oklahoma State University praising the teleconference and describing the audience in attendance

as "4 professors, 45 students, and 15-20 local teachers" (C-12).

One of the Category C institutions, a Mountain-time-zone university (C-13), did not participate in the live broadcasts (although the respondent did entice two or three faculty into viewing the programs live) but essentially videotaped them for later preview for possible use. An additional institution, a state department of education (C-14), received one teleconference on an experimental basis and invited eight key educators to participate in it as a demonstration.

Those institutions which did not have much success with marketing the teleconferences to public schools and public school teachers attributed this generally to the "newness" of the idea of using satellite teleconferencing for staff development; the time of day of the broadcasts; the many alternatives which are available to individual teachers trying to earn staff development points or credit; and the well-designed systems of staff development which exist in many school districts and which are perceived by school district administrators as already meeting their teachers' needs in a relatively comprehensive way.

Research Question #3

"What other activities were organized by the local site in conjunction with the live broadcasts?"

[Researcher's note: The College of Education of Oklahoma State University communicated in writing with each of the receiving sites in advance of each teleconference. One suggestion included in these communiques was that receiving sites seriously consider organizing at least a facilitated discussion following each teleconference in order to make the teleconference a more meaningful learning experience for

the participants at each location.]

Two of the nine Category A institutions which received the teleconferences for their own staff development organized formal programs to complement the teleconferences. Institution A-1 planned a formal discussion facilitated by an adult learning specialist who also coordinated the institution's reception of the teleconference and was the subject interviewed for this study. The discussion continued past the time it was scheduled for, and after sixty minutes the interviewee had "to work to end it" because it was still going strong (A-1). This facilitator also developed her own hand-out materials for participants which were relevant to the application of adult learning principles to the situation of the teachers at her institution.

The second institution which complemented the national broadcast with local programming (A-3) did not participate in the teleconference live but videotaped it and made the videotape the focus of a Saturday morning workshop for college faculty. After previewing the videotape, the interviewee developed a series of questions for small-group discussion that dealt with the material presented in the teleconference and how it might apply to his institution's situation. The videotape was stopped at two different points for the local discussion, and the morning's activities, which spanned three hours of programming, concluded with lunch.

Three of the institutions reported that a short, informal, spontaneous discussion (A-4, A-6, and A-9) generally followed the teleconferences which they received, but the activity was not organized in advance.

Three of the institutions (A-7, A-5, A-2) reported no activities

other than the reception of the teleconferences themselves. The Teleconference Coordinator from one technical institute (A-2), however, had recommended that there be a local program and refreshments, but the academic unit sponsoring the teleconference did not want to commit resources to do this.

One of the institutions (A-8) taped the teleconference to which it subscribed for later viewing by the individual who requested that the program be taped, and so no activities were planned.

Six of the seven Category B public school subscribers did not plan any activities in connection with the teleconferences, although at one school the teleconferences did stimulate "some follow-up discussion among those attending" (B-4). One of the six sites merely videotaped the programs.

The seventh subscriber, the 28-member consortium (B-1), planned a formal local program to complement each teleconference. Each program featured a panel of at least three educators from the cooperating districts, who took five minutes each to react to the national program and relate it to what was happening within their districts. The panel was moderated by a subject matter expert from the central facility. Local discussion followed the panel reactions, and the total wraparound program took approximately 45 minutes. As an example of how successful the local programming was, the respondent cited the November 19th teleconference on "Early Education" and his need to "kick 182 people out of the facility" more than two hours after the national broadcast had ended so that the janitors could get in to clean the room. He commented that the people had not wanted to leave because "the afterglow dialogue" got so good. In addition, this regional center had partici-

pants arrive about 30 minutes before each teleconference and furnished them with crackers, cheese, fruit, snacks, soft drinks, coffee, etc. During the 5-10 minutes immediately preceding the broadcast, the participants were formally welcomed and oriented to the teleconference.

Of the 14 institutions in Category C (which intended to market the programs to public schools), one East coast state university had planned a local program but did not have anybody attend the teleconference and so did not offer it (C-7). One Mountain-time-zone university (C-13) taped all of the teleconferences for later review and did subsequently incorporate one teleconference videotape into a more comprehensive day of programming on "School Law."

Ten of the institutions did not plan any local programming or other activities in connection with the teleconferences which they marketed, and they did not report any spontaneous discussion following the broadcasts at their sites.

Two institutions (C-1 and C-2) did utilize local programming to complement the national broadcast. Institution C-1, a technical institute which worked through a local Regional Staff Development Center to offer the programs, had a 30-minute follow-up featuring a panel of local experts; in addition, there was a short program before each teleconference which outlined why the group was there and what they hoped to accomplish. The host facility provided refreshments, folders, notepaper, and pens to their guests--"what they normally do for conferences to try to make people comfortable" (C-1). Institution C-2, a Pacific-coast university, which also worked through an existing educational service district, hosted a local follow-up to each teleconference which featured experts who had been selected by the regional center which co-

sponsored the teleconferences.

Research Question #4

"How successful were the teleconferences in terms of numbers and kinds of people who attended and in terms of any evaluation done by the institution?"

The nine Category A institutions, which subscribed to the teleconferences for their own staff development, reported the following numbers of attendees: 29, 35, 17, 25, 12, 40, and 6; one institution did not know how many attended; and one institution only videotaped its program. Three of the institutions reported favorable reception to the teleconferences; two institutions indicated some dissatisfaction and one indicated significant dissatisfaction with them; and three institutions offered no comment on the quality of the teleconferences. In general, Category A sites felt that attendance lived up to their expectations, and they would deem the teleconference experience relatively successful.

Under Category B (public schools), the 28-member consortium (B-1) reported total attendance across all five teleconferences as between 360-380. One school merely videotaped the programs and reported no attendance figures. The other schools reported attendance of: 6-20; 12; 3-10; 0-8; "much less participation than anticipated." With the exception of the 28-member consortium, the public schools were generally disappointed at the attendance and attributed it to the fact that the teleconferences were one option among a variety of alternatives available to teachers trying to earn staff development points; also, the timing of the broadcasts at the end of the school day was cited as

a disadvantage.

Five of the Category B schools were non-committal or offered no comment on any evaluations made of the teleconferences themselves; one respondent thought they were good, and another respondent thought they were not as good as they might have been. The Director of Systems Development and Telecommunications for the 28-school consortium commented that he has been evaluating very comprehensively the 30 teleconferences which his facility has received during the last 18 months, trying to "get a handle" on the medium and separate out the content. He has analyzed 700-800 participant evaluations and "the consensus is very, very positive with regard to the medium; the results are mixed on the content of individual teleconferences" (B-1).

Under Category C, one institution (C-14) used one of the teleconferences for demonstration purposes and had an invited audience of eight. Another institution (C-13) merely videotaped the teleconferences, but subsequently did use one of the programs as part of a conference that drew 40-60 people.

Two institutions (C-1 and C-2) that worked through regional education centers of cooperating school districts were pleased with their attendance. Institution C-1, a technical institute, drew 24 and 39 people, respectively, to its facility for the two teleconferences it received; Institution C-2, a Pacific-coast university, drew 300-350 people across the five teleconferences to which it subscribed. A third institution, a vocational-technical school, which contracted with a local school district to offer three teleconferences (C-3), had 15 people attend each program.

A southwestern university (C-11), which had the cost of the tele-

conferences underwritten by the student Education Club, had between two and seven people attend each program.

Three other institutions which marketed the teleconferences had moderate success with them: a vocational-technical school (C-5) had 17 people attend its one teleconference; the hospital which participated (C-4) had five people attend, but this was sufficient for them to break even on their costs; another vocational-technical school (C-6) had its first teleconference "poorly attended" but its second program drew 20-30 people.

The Technology Coordinator for a southeastern university which participated in the series (C-12) reported that they had had no interest off- or on-campus and had simply had to videotape the two teleconferences to which they subscribed. However, Oklahoma State University had received a letter from a professor at the institution saying that he and 3 other professors, 45 students, and 15-20 local teachers had attended the second of the two teleconferences. The Coordinator was surprised to learn that the teleconference had in fact been viewed live by a significant number of people on his campus.

Four other institutions--a state university and a community college on the East coast and two Oklahoma vocational-technical schools--reported having no one, or almost no one, attend (C-7, C-8, C-9, and C-10), and they felt very frustrated in their efforts.

Nine of the Category C institutions offered no comment on the quality of the teleconferences. Three respondents felt the teleconferences were good, one expressed dissatisfaction with the programs, and one raised concerns about the teleconference it received.

Research Question #5

"What kinds of things might be done by an originating institution to increase the utilization and the effectiveness of teleconferences?"

The following suggestions surfaced during the course of the interviews in response to one question or another. The number of subjects who touched on each suggestion is indicated in the parentheses preceding the item:

(16) Design extensive, well-produced, relevant hand-out materials
(13) Provide more descriptive information upfront on the teleconference
(10) Incorporate a variety of formats--not just "talking head" or lecture--and use pre-taped "action"/demonstration footage
(09) Use presenters with more "personality" and "charisma"
(09) Suggest activities for site coordinators to use with participants at the sites (exercises/pencil-and-paper things/small-group discussion questions)
(08) Use more "credible" (known) speakers
(07) Do something about the frustrating situation of sites not being able to get calls through
(05) Have multiple question-and-answer opportunities--and not just at the end of the teleconference
(04) Take a break in the national programming for participants to discuss locally and then resume the national broadcast
(04) Provide more lead time from when the teleconference is first announced to the day of broadcast
(03) Consider having multiple broadcasts in different time zones
(02) Identify learning objectives/specify in writing
(02) Send questionnaire to receive sites to identify characteristics of audience/adapt program
(02) Work with presenters so they appear more comfortable on camera

Research Question #6

"What kinds of things might be done by a local site to increase the utilization and the effectiveness of teleconferences?"

The following suggestions surfaced during the course of the interviews in response to one question or another. The number of subjects who touched on each suggestion is indicated in the parentheses preced-

ing the item:

(12) Make the teleconference part of something bigger--part of more extended activity (to include, for example, local--or wraparound--programming or discussion)
(07) Treat participants like you would those attending a regular conference at your facility--attention to hospitality and comfort (including notepads and pencils, name tags, etc.)
(06) Serve refreshments
(06) Put time into promotion/marketing--especially on personal contact level
(05) Have a person responsible for greeting--formally welcoming participants
(02) Get out as much information as you can to registrants in advance of the teleconference--e.g., an agenda
(01) Use a large screen for viewing--emphasizes that it is more than just TV watching

Research Question #7

"How feasible and potentially worthwhile would each of the following be in terms of increasing a teleconference's utilization and/or effectiveness?"

Readings Distributed in Advance

Nineteen subjects offered comments on the issue of whether readings distributed in advance of a teleconference could contribute to the teleconference's utilization or effectiveness. Eleven subjects felt that it could, and they recommended, with varying degrees of enthusiasm, that it be tried. Two who supported the idea of advance readings cautioned that they might work only for teleconferences which were mandatory (e.g., those received on behalf of a company which intended to require them as training for its employees).

In making a distinction between informational and instructional teleconferences, the Coordinator of Electronic Learning Systems for an eastern institute of technology said that "For anything instructional,

advance materials to read would be a great idea" (A-4). The Director of an Off-Campus Center for a Pacific-coast university thought that it was feasible and worthwhile to send advance readings and that it might be good for people to view teleconferences as serious educational programs that make demands on the participants (C-2). The Director of Special Programs for a vocational-technical school believes that advance materials could get participants started thinking about the topic beforehand so that they would respond more knowledgeably and readily to what they would hear on the teleconference (C-3).

Two subjects offered advice with respect to advance readings. The Teleconference Coordinator for a midwest technical institute (A-2) said that the readings should be directly pertinent to the teleconference, and the Technology Coordinator for a southeastern university (C-12) cautioned that the teleconference itself should not then be a mere regurgitation of the content which is contained in the advance readings.

Eight subjects did not support the idea of advance readings. For the most part they felt that many of the participants would not read them, and so it would be risky to base one's approach in a teleconference on the assumption that they had (A-1). A number of respondents also cited the issue of late registrants who would not have time to read the materials in advance.

Hand-out Materials

Eighteen of the 21 respondents who addressed the issue of hand-out materials either strongly recommended that they be part of every teleconference or observed that they had been very effective in particular teleconferences which they had viewed. The three respondents who did

not necessarily endorse their use commented that they had seen effective teleconferences which did not have hand-out materials. The examples they cited were usually single-presenter teleconferences which featured a person whom they described as extremely dynamic and effective as a speaker.

Those who most strongly endorsed the use of hand-out materials used language like "they are a must," "having some type of hand-out is pretty important 99% of the time," "definitely improves satellite conferences," "absolutely essential to have them," "it's essential," "I can't believe that teleconferences are run without them." Several people made observations to the effect that the hand-out materials can affect participants' perceptions of the quality of the teleconference itself. The Supervisor of Alternative Learning Systems for a midwest technical institute noted that "The quality and the extent of the hand-out materials are perceived by participants as exhibiting a degree of preparedness and professionality--which rubs off on the teleconference as a whole" (A-1). The Education Instructor for a midwest hospital, who has received hundreds of teleconferences at his facility over the last two years, commented that in reviewing participant evaluations of those teleconferences, he has observed that "the teleconferences with the nicer hand-outs do better--i.e., the quality of the hand-out materials influences the perceptions of the attendees regarding the quality and the usefulness of the teleconference" (C-4).

A Coordinator of Electronic Learning Systems commented that "hand-out materials are important to teleconferences--just as they are to live presentations." She went on to note that "they are especially important if there are extensive visual displays on the screen; with

hand-out materials, participants can have a copy of these visuals to take home with them. They can also then make their notes right on their own copies of these graphics" (A-4).

A Continuing Education Staff Specialist at an East coast state university commented that "Anything that could be done to make a teleconference parallel a real learning setting would be good--and hand-outs would be one way to do this" (C-7). An Instructional Technologist with an East coast community college observed that "Participants can interact with the materials--when they can't with the instructor, who remains relatively inaccessible on a teleconference. The TV part of the teleconference is passive but hand-out materials can be interactive" (C-8). More than one respondent cited the importance of having something to take home--a focal point, a tangible good which has been gotten out of the experience--as the contribution which hand-out materials make to the teleconference experience.

Many respondents cited examples of hand-out materials which they had found to be very effective. The example most often cited was a broad topical outline of the content of the teleconference, with space for the participant to take notes on the page within each of the outlined headings. One respondent noted that "participants will often start to look over these outlines during the thirty minutes before the teleconference begins, and from this advance organizer of the content they start to form their own expectations of what will follow. It stimulates their interest and starts to organize the content for them" (B-1).

Many subjects cited the importance of including in the hand-out materials an agenda, divided into time segments, and background infor-

mation on the speakers. A technical institute included in the study prepares its own hand-out materials to supplement those provided by the originator, and always includes a bibliography of print and nonprint materials related to the subject which are available from local libraries (C-1).

The Education Instructor for a midwest hospital described the materials which accompany the teleconferences produced by the American Hospital Association. Each participant receives a comprehensive hand-out booklet that typically runs 30-80 pages in length. There is always a table of contents, program objectives, program agenda, biographical material on panelists, a program content outline with a great deal of space for note-taking, post-teleconference discussion questions, and a resource section with reprints of selected, relevant articles and a bibliography. The respondent observed that:

> Reprints of selected articles and a bibliography extend the usefulness of the teleconference into the future. Their value may not be perceived by the participants on the day of the teleconference--at least they may not be valued as much as some other things about the teleconference at that point. But later the reprints and the bibliography may prove to be very valuable (C-4).

A Coordinator of Electronic Learning Systems for an eastern institute of technology, who generally endorses the importance of hand-out materials, said that her biggest criticism of them is that they often are not put together well. She recommends having the materials prepared by the originator well enough in advance so that they can be turned over to an instructional designer, who can package them as effective learning materials, complete with table of contents and connecting comments to make clear their flow and organization.

Increased Interaction

Twenty-four subjects offered some comment on the feasibility and the value of the interaction achieved during live satellite teleconferences. The comments touched mostly on interaction as telephoned-in questions from the sites to the presenters on the national broadcast. However, a number of people pointed out that interaction can be achieved through something other than phone calls, and they called on the designers of teleconferences to give some thought to incorporating other kinds of interaction into the experience.

With respect to called-in questions, most subjects conceded at least some value to this. Many subjects cited the obvious enjoyment of participants at their sites when a call from the site is aired. Some noted a certain reluctance on the part of their participants to call in questions, but they observed that an effective way for site coordinators to encourage questions is to volunteer to place the call and ask the question on behalf of the participant.

There were suggestions that teleconferences break their programming for 20 or 30 minutes (at least once) during the national broadcast to allow for discussion at the local sites; in this way, when the national broadcast resumes, the questions called in might represent those that were judged at each site to be most important. Many subjects felt that there should be several opportunities for questions to be called in and cited the disadvantages of having to wait until the end of a teleconference to ask a question.

Many subjects recommended that questions always be screened as they are received at the originating site so that only those that are

most relevant and appropriate to the subject are aired. One person observed that when the question-and-answer segments "fall flat," it is usually because the discussion has moved too far away from the teleconference's central focus and the comments have become too diffuse.

Many subjects expressed the opinion that the questions which do get asked on the air are sufficiently representative of the questions in the minds of their participants that the segment holds their attention. The Associate Dean of Academic Services at a midwest university commented: "There doesn't have to be a lot of time for phone-in, but the presence of it provides an affective element that is important to the teleconference." He went on to observe that "whether you use that capability or not, the knowledge that you are plugged in and have the opportunity to respond is an important element." Obviously, he noted, if you have 50-100 sites, not many questions will get through. But he thinks it works the same way as it does in a classroom situation: "the people who do ask the questions--and they're screened obviously as they come back to most teleconferences--provide a vicarious experience for the people who are thinking of questions but don't ask them" (A-5).

The Teleconference Coordinator at a midwest technical institute took issue with the value of the answers given during the interactive segment. She pointed out that there's usually not time to be complete with an answer on a national teleconference, and so answers are rarely satisfactory. She believes the really valuable interaction occurs at the local site--among the participants and between the participants and any local experts who are present. She cited a recent teleconference where the people at her site voted to turn off the national teleconference before its concluding 30 minutes of questions-and-answers in order

to start right in to the local discussion which had been organized (A-2).

A number of respondents observed that interaction as involvement can be achieved in ways other than the traditional called-in questions. The Education Instructor at a midwest hospital cited a clerical skills teleconference which provided each site coordinator with materials to use to organize a 30-minute session preceding the start of the national broadcast. During this session, each coordinator/facilitator organized a series of small-group discussions which were focused, among other things, on the five major obstacles which confronted each staff member as he or she tried to perform effectively on the job. The issues raised in the small-group discussions were synthesized and then telephoned in to the originating institution before the start of the national program. The national teleconference then began with a continuation of this interaction and addressed some of these issues (C-4).

Other subjects cited the use of case studies which are discussed at the local sites during breaks in the national programming, and exercises which are furnished by originating institutions for facilitators to do with participants either before, during, or after the national broadcast. A Teleconference Coordinator noted that you can achieve a sense of involvement through the design of a teleconference which is an effective workshop, and that this is what can make live teleconferencing worthwhile. Most teleconferences which feature one major speaker and a few representative questions could be taped and watched--alone--later. "The workshop-type teleconferences, on the other hand, have a dynamic that is important and that depends on being part of a group" (A-2).

Local Wraparound Programming/Discussion

Of the twenty-two respondents who discussed the feasibility and value of local wraparound programming or discussion, six had reservations about it. Their reservations centered on the time factor--i.e., when the national teleconference is three or more hours long, they are reluctant to organize additional programming for what might be a tired audience. Also, many are reluctant to schedule wraparound programming when a teleconference ends late in the day, which is often the case for East coast sites. Others cited the problems of organizing local programs, especially the difficulty of finding suitable leaders willing to assume this responsibility and the difficulty of planning an appropriate program when the description furnished by the originating institution of the content and format of the national program is sketchy. One person cited a small number of attendees as a drawback to discussion; another person cited the large number of attendees at her teleconferences (50-70) as a drawback to effective local discussion.

The remaining sixteen subjects who responded to this topic range from those who are interested in organizing more local programming because of their belief that it can be important, to those who have significant experience in this area and suggest that the local programming is crucial to the success of the teleconference experience. The Technology Coordinator for a southeastern university, in endorsing the concept of wraparound programming, described it as "highly beneficial. Localizing teleconferences is an important part of making them work. They make the event more meaningful. Using local people on a panel--especially well-known local people--can help your marketing/promotion

efforts and increase attendance" (C-12).

An Instructional Technologist responded: "For participants the wraparound is the real strength of the teleconference experience. I have been told this time and time again. The national program can give a broad perspective on the national scene and then what is most valuable to a local site's participants is the 'area specific' discussion that can tie the issues to the local area." In her view, "the national programming should be a jumping-off point for follow-up by local experts" (C-8).

Other respondents cited wraparound programming as the opportunity:

--to localize the content and offer expertise that is more directly relevant to the experience of the local participants;

--to achieve a higher degree of interaction than is possible during the national program;

--to have extended dialogue and not just questions-and-answers, to be face-to-face and close--all the things the national teleconference can not be;

--to add the dimension of "What can I do tomorrow?", "How can I take this and put it to work?", "What differences would there be for our use of it?";

--to give people the feeling that they have had an opportunity to wrestle with the content with one another;

--to give people a chance to articulate what it is they have just experienced--or give their point-of-view on it.

A number of people cited an advantage of the wraparound programming as the opportunity it presents to feature several perspectives on an issue. This is especially important when the national programming has focused on only one perspective (B-1).

And, finally, at least two subjects pointed out that the local programming should be different from the national programming and should capitalize on the opportunities which are unique to the local

sites. Respondents cited the examples of giving a tour of an artificial intelligence laboratory on campus and providing hands-on experiences with microcomputers as activities which were appropriate for particular teleconferences. The mistake, in the view of one subject, is making the local programming "identical to what was done in the national program--having another panel, having even more people 'talk' at you" (A-4).

Unanticipated Findings

Two ideas surfaced during the interviews which might be useful in defining effective teleconferences and in ensuring their utilization.

A number of participants drew a distinction between what they called informational versus instructional teleconferences (A-4), or theoretical/philosophical versus practical teleconferences (B-1), or conference-type versus workshop-type teleconferences (A-1, A-2, A-9, C-1). The distinction between conference and workshop was the most fully articulated of the three and drew the most comment.

Several subjects advocated the use of the "big-name" conference-type teleconference, which would feature a presentation by a major speaker, followed by questions-and-answers (C-13, A-4, B-2). However, those who did suggest that this kind of teleconference would best suit their needs cautioned that the presenter would need to be the major authority in the field, and well-known, and that he or she would also need to be dynamic and powerful as a speaker (A-2). A Supervisor of Alternative Learning Systems cited as a real "bomb," from which many people went home dissatisfied, a teleconference featuring "the guru of adult education," who simply was not effective in the presentation/lec-

ture format which the teleconference utilized (A-1).

Many of the respondents who have had success with the "big-name" conference-type teleconferences represented vocational-technical schools in Oklahoma and cited as examples of effective presenters Zig Ziglar and Michael Mescon, who were characterized by the respondents as "motivational" speakers who appealed to the business community. Another respondent cited his good experience with another business-oriented teleconference featuring Tom Peters, co-author of the best-selling In Search of Excellence.

A greater number of subjects advocated the idea of a workshop-type teleconference because, in their opinion, it offers the potential for involving the audience more through activities at the site; it can be designed as a well-integrated, comprehensive learning experience--complete with learning objectives; and its effectiveness is not dependent almost totally on one major presenter.

One respondent (A-1) suggested that higher education might be more tolerant of the conference-type teleconference where a speaker talks on a topic to an auditorium full of listeners, but that her participants "want to come away with something they can apply. They want to have some applications/relationships drawn for them between the theory/content and their work world (or personal lives)." She said that the major-speaker conference is the kind about which people can most reasonably say--"why not just videotape it and I can watch it when I want?" She would tend not to receive a "speaker" teleconference because "it can be very difficult to satisfy the audience with this format (unless the speaker is extremely good--or the content very compelling)." She believes that workshop teleconferences, which involve "people at the

sites in relevant activities, make clear the value of the group activity--of viewing the teleconference in a group rather than alone. When there is a sense of involvement of the sites with the national broadcast, there is support for the value/necessity of participating live." She also noted that "workshop-type teleconferences are most apt to incorporate a variety of formats--which is good television (as well as good workshop design)" (A-1).

Most respondents who advocated the use of workshop-teleconferences believed that they were the kind of program that could be most effective with their audiences. A Coordinator of Instructional Resources would like to see more workshops and fewer conferences, with activities or worksheets provided for the participants to promote a feeling of involvement and make the teleconference more like a workshop, which he believes can be very effective. He said: "Participants need to feel they are part of what is happening--and a few phoned-in questions from a few sites do not begin to touch on the feeling of being part of something dynamic. There needs to be more involvement with the audience" (C-1).

In endorsing the value of workshop-type teleconferences, one Teleconference Coordinator observed that "originators should lay down clearly what their objectives are and how they intend to meet them. Unless the topic is that good and/or the people that charismatic, you need lots of thought in <u>designing</u> a well laid-out workshop--variety, sense of involvement, something unique about it that you can't get just from watching a tape." She continued: "There are times when the content is that good--or vital--or current--that people will look past what they did not get (e.g., some engineering updates). But if you use

talking heads it had better be top notch--timely--current. The workshop idea--and designing teleconferences as good workshops--will produce more effective teleconferences for most audiences" (A-2). She commented further:

> The 'conference' type of teleconference has very limited value. Interaction on a 'conference' will always be limited --and limited in kind to phoned-in questions. This does not necessarily convey a sense of involvement. You can achieve a sense of involvement outside the kind which is accomplished with the typical phone-in questions. . . . Most 'conferences' could be taped and watched--alone--later. The workshop-type teleconferences, on the other hand, have a dynamic that is important and that depends on being part of a group (A-2).

A Supervisor of Alternative Learning Systems echoed the need for teleconferences to have learning objectives as well as competencies or goals for the participants that are specified in writing. Objectives can not only provide coherence and integration to the teleconference but they can also be used by the receiving sites to identify the most appropriate audience for the program (A-1).

A second idea which surfaced in a number of interviews was the important role of the intermediary in providing teleconferences to the end audience. The Supervisor of Alternative Learning Systems at a technical institute said that her "kind of institution--and colleges and universities--have vast experience in organizing/putting on effective conferences." As she pointed out, "How many public school teachers and administrators have similar experience?" She went on to comment:

> Postsecondary institutions should be able to take a teleconference and structure it/coordinate it/utilize it effectively as a seminar--or workshop--experience. They should be able to make it more effective than most public schools--and certainly most people tuning in such a broadcast in their own homes--could do. Postsecondary institutions should be effective intermediaries that draw on their experience with adult

> learning as well as conference planning to make a teleconference better--more effective--than it would be without them. Intermediaries in the delivery system should be able to offer something--to enlarge or enhance what is transmitted on the teleconference. If nothing else, a good facilitator--with real skills in this art and with an appreciation of the adult learning experience--can help the group at the local site share their own expertise with one another (A-1).

Several other respondents commented more indirectly on the need for active coordination and the commitment of human resources at the receiving site to make the teleconference, especially the workshop-teleconference, effective (see, for example, Interview Summary Sheets A-4, B-1).

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The institutions which subscribed to receive live one or more of the Oklahoma State University College of Education's staff development teleconferences varied widely in their primary missions (from public schools to postsecondary technical institutes to major research universities) and their prior experience with teleconferencing (from no prior experience to participation in more than 200 teleconferences over the past two years). The persons listed as contacts for their institutions differed widely in their job responsibilities (from those of a secretary to those of Director of a University's Off-Campus Center) and in their roles with respect to the teleconferences (from those who provided technical support only or who xeroxed and distributed announcements to those few who supervised the overall promotion and planning of the whole of the teleconference activity). The contacts also differed in their grounding in three areas which might be considered to be crucial to the effective utilization of teleconferences for an adult audience: conference planning and promotion, instructional design, and adult learning principles.

The nine institutions which received the Oklahoma State University College of Education staff development teleconferences for the benefit

of their own faculty and staff, but which were not elementary or secondary schools, typically announced the programs by written memo; provided no other coordination except with regard to the technical support necessary to receive the signal and schedule the facility; planned no other activities in connection with the teleconferences; were relatively pleased with the attendance; were split equally among those offering no comments on the quality of the teleconferences, those expressing satisfaction with the programs, and those citing concerns about them; and had moderate to extensive prior teleconferencing experience.

Two of these nine institutions planned a local program to complement the teleconferences (in one case, using a videotape of a teleconference rather than the live broadcast). One of these institutions has had extensive experience with using teleconferencing; the other has had very limited experience. However, in both instances, a commitment of time and energy was made by a person at the local site to structure the teleconference as one piece of a more comprehensive learning experience tailored to meet the needs of the local audience. The persons responsible for this at the two sites were by occupation and training experts in learning systems and adult training; one was a Supervisor of Alternative Learning Systems and one was a Director of Faculty Development.

The public schools which received the staff development teleconferences for the benefit of their teachers and administrators typically announced the programs at meetings; provided no other coordination except with regard to the technical support necessary to receive the signal and schedule the facility; planned no other activities in connection with the teleconferences; were relatively disappointed with the attendance; offered no comments on the quality of the teleconferences

and had little comment to make on how teleconferences could be made more effective; and had little prior experience with teleconferencing for adults. The one exception to this was a 28-member consortium of public schools, linked by a central facility which is responsible, among other things, for the coordination of staff development and telecommunications. The facility has extensive experience in providing staff development programs to teachers and extensive experience with teleconferencing. The consortium committed human resources at the site to the aggressive promotion and coordination of the teleconferences. The coordination was provided by experts in the subject matter as well as experts in workshop delivery and adult learning principles, and the teleconferences were viewed as the central focus of a number of related learning activities. The consortium drew the highest attendance of any of the receiving sites and reported that its evaluations of these as well as other teleconferences showed that "the consensus is very, very positive with regard to the medium; the results are mixed on the content of individual teleconferences" (Appendix C, Interview Sheet B-1).

The institutions which received the staff development teleconferences with the intent of marketing them to the public schools typically relied on direct mail to promote the series; provided no other coordination except with regard to the technical support necessary to receive the signal and schedule the facility; planned no other activities in connection with the teleconferences; were relatively to very disappointed with the attendance; offered no comment on the quality of the teleconferences; and had moderate prior experience with teleconferencing. Three exceptions to this were institutions which were relatively successful with the programs in terms of attendance and generally sat-

isfied with the teleconferences as learning experiences. Two of these three institutions established a liaison with existing regional education service centers in their areas, and these centers then assumed responsibility for promoting the teleconferences among their constituencies and planning local programs to complement the national broadcasts. The third of the three institutions did not offer local programming with its teleconferences, but it did provide the teleconferences by contract with a specific school district which sent its teachers to this facility to attend the broadcasts.

Suggestions on how originating institutions might make teleconferences more effective or increase their utilization were most often given by the institutions with the most experience--and the most diversified experience--in using teleconferencing. These included the 28-member public school consortium; the midwest technical institutes; and several colleges and universities which are using teleconferencing as one way to deliver continuing education programming to many publics. Suggestions cited with the most frequency were: design extensive, well-produced, relevant hand-out materials; provide more descriptive information upfront on the content, format, and presenters of the teleconference; incorporate a variety of formats into the production; use speakers with personality and charisma; suggest activities for the coordinators to use with participants at the local sites to promote a feeling of involvement and interaction.

The most frequently suggested ways in which local sites could improve the utilization or effectiveness of teleconferences delivered at their locations were: make the teleconference part of something more comprehensive--e.g., complement it with a locally produced program or

discussion; treat participants like you would those attending a regular conference at your facility--with attention to hospitality and comfort; serve refreshments.

Many respondents felt that readings distributed in advance of a teleconference could add to the effectiveness of the teleconference as a learning experience; however, a significant number of respondents felt that a teleconference originator would not be able to rely on participants having read the materials in advance of the broadcast.

Eighteen of the 21 respondents who commented on the value of hand-out materials strongly endorsed their use to structure and reinforce the learning experience. The most frequently cited suggestion for a hand-out was a broad topical outline of the content of the teleconference, with room for participants to take notes.

Most of those commenting on the interaction achieved in teleconferences felt that it was important to have the opportunity for participants to call in, that participants enjoyed having a question asked from their site, and that the questions which did get asked tended to be representative of the questions in the minds of most participants. Many respondents commented on feelings of frustration at not being able to get calls through on teleconferences and cited instances of being put on hold or getting no answer for more than 30 minutes. A significant number of respondents suggested that originators should think of interaction in broader terms than just telephoned-in questions from the sites and should design activities for coordinators at the sites to do with participants that would relate back to the teleconference and provide a greater sense of involvement.

Most of the people who offered opinions on the value of local

wraparound programming/discussion to complement national broadcasts felt that it was a crucial element in ensuring that teleconferences were meaningful learning experiences for local participants. Those who had reservations about its use usually cited the inadvisability of prolonging the length of teleconferences which sometimes run to three, four, or even more hours, and the significant commitment of human resources that must be made at the local level to plan and coordinate such programs.

A number of participants drew a distinction between conference-type teleconferences on the one hand and workshop-type teleconferences on the other. A number of respondents suggested that teleconferences organized as workshops had the better chance of being meaningful learning experiences for their audiences, in part because they could incorporate in their design certain features typical of workshops that promote a feeling of involvement on the part of the audience--e.g., written exercises completed at the site, facilitated group discussions at the site. Workshops also tend to be focused on the practical, and a number of respondents felt that staff development teleconferences would be more effective with their audiences if they focused on applications rather than theory. The most frequently cited value of conference-type teleconferences was their ability to make a noted authority accessible to a wide audience, but respondents cautioned that when one speaker bore the burden of the whole teleconference, he or she needed to be more than a noted authority--the speaker needed also to be well-known to the prospective audience and a dynamic presence on camera. The dissemination of very timely information or late-breaking news was another valuable use of the conference-type teleconference which was cited by

respondents.

Finally, another idea which surfaced in the comments of a number of interviewees dealt with the crucial importance of the intermediary (whether staff of a college, university, technical institute, or school district inservice training department), who is the liaison between the teleconference originator and the end audience, and who is committed to re-designing or re-fashioning the teleconference to ensure that it is a meaningful learning experience for the audience he or she serves. Such intermediaries, trained in conference planning and promotion, instructional design, and the theories of adult learning, and charged with the responsibility for effectively utilizing teleconferencing for the education of the audience at a particular site, are crucial to the success of teleconferencing at the local level.

Conclusions

The purpose of this study was to provide a case study of one particular series of staff development teleconferences and to record details of the use and coordination of the teleconferences at the institutions which subscribed to them. The study also solicited suggestions from the contacts at these institutions regarding how the broadcasting (or originating) institution and the receiving institutions (or local sites) might improve the utilization and effectiveness of such teleconferences. In addition, the study asked selected respondents to assess the feasibility and potential benefits of advance readings, hand-out materials, interaction, and local wraparound programming/discussion. The record of this information is reported in Chapter IV and in the summary section of this Chapter.

Overall, very few of the receiving sites aggressively promoted and actively coordinated the teleconferences. Only eleven of the 30 sites could be described as making a significant effort to promote attendance at the teleconferences. There was generally little to no attention paid to educating users to the potential and the limitations of teleconferencing to serve their needs. Four institutions reported that short, informal, spontaneous discussions followed the teleconferences at their sites, but these were not planned in advance. Only five sites organized formal wraparound programs to complement the national broadcasts, and these sites tended to be the most successful in terms of attendance as well as participant, coordinator, and institutional satisfaction as indicated by the site coordinator.

The two institutions whose contacts have had wide teleconferencing experience (30 teleconferences during the last 18 months; 40 teleconferences this past year), who have solid grounding in conference planning and promotion, instructional design, and adult learning principles, and who have been actively involved in all phases of teleconference coordination--including extensive evaluation of the medium--seemed to have been the most satisfied with the teleconferences. These institutions were the consortium of 28 public schools (B-1), whose contact was its Director of Systems Development and Telecommunications, and the technical institute (A-1) whose contact was its Supervisor of Alternative Learning Systems.

Variability in Length and Number of Responses

Because this study was exploratory in nature and relied on relatively open-ended questions to elicit information from the subjects, a

great deal of information was obtained from the interviews. Some of it was only very indirectly related to the research questions posed by this study and has not been included in Chapter IV, in the summary section of this Chapter, or in the interview summary sheets included in Appendix C. Moreover, the open-ended nature of the questions elicited rather extended answers to some questions from some respondents and rather sketchy answers to the same questions from other respondents. The length of the answers to questions is varied across respondents and across questions. The length of a response tended to be dependent in part on the interviewee's experience with teleconferencing, his/her willingness to articulate his or her observations and experiences with it, the unique character and flow the conversation to that point, and the degree of rapport established between the interviewee and the interviewer.

In addition, the interviewer was reluctant to pursue certain lines of questioning when a subject indicated a disinclination to respond, which was most likely to happen when an institution's experience with the teleconferences under study was less than successful. The interviewer obtained information from every subject with respect to the demographic characteristics sought (type of institution, title, brief characterizations of the institution's teleconferencing experience and the interviewee's role in delivering teleconferences) and the first four research questions posed in this study, regarding intended use and coordination of the teleconferences, activities planned in connection with them, and perceived success with the programs. (See pages 9-11 for a complete list of the research questions.) When a respondent appeared reluctant to discuss the institution's experience further, the

interviewer terminated the interview without further questioning, i.e., without asking for suggestions which might help originating institutions and local sites improve the utilization and effectiveness of teleconferences (research questions #5 and #6).

Information related to the seventh research question, which asked respondents to assess the feasibility and potential value of specific features of teleconferences which have been suggested in the literature to be factors contributing to their utilization and effectiveness, was obtained only from those respondents who had indicated both significant experience with videoconferencing and a willingness to continue the interview at that point.

Recommendations

Research Hypotheses for Future Testing

While this study's focus on one case limits its representativeness and does not allow valid generalizations to the population of all staff development teleconferences and all potential users, it does permit generalization to theoretical propositions (Yin, 1984, p. 21). The case study approach lends itself to the identification of variables and interactions which might be important to the phenomenon under study. These possible variables and interactions are then expressed in terms of tentative hypotheses which are recommended for future testing.

Seven research hypotheses regarding staff development teleconferences for school teachers and administrators are suggested below:

Hypothesis 1: Generally, teachers will find more meaningful those teleconferences which are designed as workshops rather than those which rely on a conference format.

Hypothesis 2: There will be a positive correlation between educators' perceptions of the quality and the usefulness of a staff development teleconference and the extent to which the teleconference is perceived as focusing on the practical rather than the theoretical.

Hypothesis 3: There will be a positive correlation between educators' perceptions of the quality and the usefulness of a staff development teleconference and their perceptions of the relevance and the quality of the hand-out materials.

Hypothesis 4: There will be a positive correlation between educators' perceptions of the quality and the usefulness of a staff development teleconference and the extent to which they have had the opportunity to participate in a facilitated discussion or formal program at the local level.

Hypothesis 5: The effective use of staff development teleconferences requires a significant commitment of human resources for their promotion, planning, and coordination at the local level.

Hypothesis 6: An institution which routinely designs and delivers instruction to adults will be more likely to utilize a staff development teleconference effectively than will an institution, such as a school district, which typically does not have staff trained in or with experience in adult learning and programming.

Hypothesis 7: The most effective intermediaries in the delivery of staff development teleconferences to teachers are school-based specialists in inservice training/staff development.

It is recommended that the hypotheses advanced in this study be tested through the development of a questionnaire with a series of close-ended items which would be administered to individuals at sites which participate in future teleconferences. A series of studies would need to be organized to focus on different variables. The teleconferences to be studied would vary by type of content (practical versus theoretical), type of format (conference versus workshop), and extent and type of hand-out materials. The sites would vary by the presence

or absence of local programming/discussion; degree and nature of the commitment of a local person to plan and coordinate the teleconference at the site; and type of intermediary (adult-learning specialist without a public school base, versus elementary/secondary school teacher or administrator, versus school-based inservice training/staff development specialist). Participants at the sites would be asked to evaluate the quality and the usefulness of the teleconference as a learning experience, and these evaluations would be correlated with the particular variables under study.

It is recommended that the approach for some of these studies be at least quasi-experimental, with the researcher establishing a control and an experimental group among sites scheduled to receive a teleconference and then manipulating as far as possible the variance of the variables associated with the research hypothesis under study. A quasi-experimental rather than a true experimental approach would be required because the setting will not allow the control and/or manipulation of all relevant variables. The researcher would need to understand what compromises exist in the internal and external validity of the design and proceed within these limitations (Isaac and Michael, 1981, p. 54), and would need to take care to protect the rights of the human subjects involved.

Recommendations for the Practitioner

The following recommendations are not a comprehensive listing of all of the considerations which originating institutions and receiving institutions should take into account when planning and utilizing staff development teleconferences. However, they do represent a first step

in the development of a comprehensive approach to the design and utilization of teleconferences which are effective learning experiences for school teachers and administrators.

Originating Institutions

Do not announce the availability of your teleconference to potential receiving sites until you can adequately describe it to them.

When you do announce the teleconference, be sure to furnish potential sites with specific and detailed information on its content, format, approach (or point-of-view), on-camera presenters, unique features, extent and nature of hand-out materials, etc. Tell the potential audience what they should and should not expect to get out of the teleconference. Avoid having them feel later that they were misled or not sufficiently prepared for the content/format/approach/point-of-view of the teleconference.

Include in your advance literature information on the learning objectives and intended learner outcomes associated with the teleconference. Help the receiving sites accurately target the audience within their institutions (or those outside of it) who would benefit from the teleconference.

Even those staff development teleconferences intended for in-house use only should be announced at least six months in advance of the broadcast dates to allow sites adequate time to consider the opportunities, to make a decision whether to receive them, and then to promote and coordinate the teleconferences effectively at the local level. Teleconferences which are to be marketed by receiving institutions to audiences outside their own organizations should be announced even earlier than this.

As a first step in your design of the teleconference itself, attempt to describe the audience you are producing the program for. Consider, for example, (a) the level of awareness of the topic which they will bring with them to the teleconference (which will help you to know how elementary or sophisticated you should be in your treatment of the topic); (b) their characteristics (will they be exclusively school teachers and administrators or only primarily school teachers and administrators--and how do you target the content if, for example, they are a mixed audience of school teachers and college faculty?).

Define what your objectives are. What do you hope to give your audience? What do you intend for them to come away from the teleconference with? To what extent will you be giving information versus demonstrating versus advocating a position? Be sure to communicate these objectives to your potential audience.

As you design your teleconference, include in your deliberations representatives of the target audience for your program. For example, if you are designing a program for high school geometry teachers, involve a representative group of these teachers in your planning efforts so that you benefit from their counsel.

Do not execute your teleconference by committee. One or two persons should be assigned the responsibility for making and implementing the many decisions which will need to be made as you design, market, and deliver your teleconference. They should seek out the counsel of many, but they need the courage to personally assume the ultimate responsibility for envisioning what the teleconference will be and then making it happen.

Once you know what you want to communicate in the teleconference, consider your time constraints: how long will your teleconference be? Look at the whole of what you had hoped to cover, and narrow the content to a manageable amount.

If you are going to rely on one presenter to deliver the majority of the content of the teleconference (and especially if the presenter is from outside your own organization), then make sure that the person is a recognized authority in the field, is well-known to the potential audience you are trying to reach, and is a dynamic speaker on camera.

If at all possible, structure the teleconference as a workshop--rather than as a traditional academic conference. A carefully crafted workshop will be more effective with most teachers than will a conference spotlighting a lecture by a featured presenter, even if the lecture is followed by questions-and-answers.

Think of the teleconference as part of a more comprehensive "learning package" or "learning mix" which you will help sites to deliver to their local audiences. Included in the mix would be suggested pre-teleconference and post-teleconference activities to be organized at the local site, supplementary hand-out materials, etc.

Focus on practical applications rather than theory or philosophy.

Plan the teleconference in detail--each of its parts and aspects--so that each piece is moving you purposefully and single-mindedly towards the accomplishment of the objectives you have identified for the program. This is especially important with respect to "guests" (featured presenters--especially if they are from outside your organization) who are invited to appear on the broadcast. As you map out your program, you should know very clearly and definitely what "piece" of the content you will be relying on a "guest" to cover--and you need to be sure that you have briefed the "guest" sufficiently on this content and on the intended audience so that s/he delivers what you need.

Consider the medium--and try to utilize it for maximum impact. Consider pre-taping demonstrations and examples of what you will be talking about. Don't just tell the audience about something--try also to show them it in action.

Before deciding to pre-tape video at a remote location, first investigate to find out if there is any suitable existing videotape which will serve your purpose (e.g., a TV report on an innovative school cooperative that you wanted to feature--and that you might find out about through talking with an administrator of the cooperative). Start early on your efforts to obtain the tape so that there is ample time to preview it (to see what--if any of it --suits your purposes), to consider how you might want to edit it for your program, and to secure permission to use it on your teleconference.

If you are going to have to shoot your own tape, start planning in ample time. Remember that pre-taping requires more than additional dollars; it also requires additional human effort to coordinate and precisely plan what it is you hope to capture on tape. It takes a great deal of lead time to secure approval and cooperation from other agencies (e.g., school districts) and to professionally edit the tape which you shoot.

If your topic does not lend itself to taped demonstrations, consider a montage of short, taped interviews with people who have experienced or who have accomplished what you are talking about. Personal testimony can be very effective.

Vary the format of the program: taped demonstrations, mini-lectures, taped interviews, case studies, discussions at the local sites, panel comments, called-in questions, etc. Try to organize the program in segments of no more than 15-20 minutes (segmented by topic and/or by format) in order to maintain the audience's attention.

Whenever a person is scheduled to deliver prepared remarks on camera, punctuate the presentation and reinforce the learning by having major points, key concepts, definitions of terms, etc., appear at appropriate intervals as text on the screen. (Be sure to include these in participants' hand-out materials as well.)

Choose carefully those persons who will appear on camera, and then work with them so that they become as comfortable as possible with the medium.

Script out your teleconference in advance in sufficient detail so that your moderator can plan to help the viewer integrate the whole of what s/he is seeing. Through pointed introductions and transitions, the moderator needs continually to tell the audience where you are going and where you have been--to help the audience see the organization and logic and flow of what you are doing--as well as to understand its importance. Why are we looking at this?

What kind of look are we going to take? Transitions can make the teleconference.

Plan for questions and comments from the receiving sites--and preferably plan it so that there is opportunity for interaction at several points during the teleconference. Don't just block off the last 20-25 minutes of the program for questions. Have experts at your facility screen the incoming calls to ensure that only good, relevant questions get on the air. Have a back-up plan if questions and comments from the receiving sites are not forthcoming.

Consider taking a break during the national broadcast to allow local sites time for discussion, and then resume the national broadcast to allow sites to call-in the questions and comments which were identified during the local discussions as most central or important to them.

Be creative in considering how you can help the audiences at the different sites feel involved in the program.

Once you begin to have sites subscribe to receive your teleconference, attempt to find out from those sites who your actual audience will be. Where possible, you might be able to modify and adapt your program to suit their needs (e.g., you could select examples appropriate to them to use as illustrations of the points which you are making during the program).

Consider furnishing sites with activities to be done immediately before the broadcast--e.g., a series of discussion questions, worksheets, questionnaires, or exercises to be completed to set the stage for what will be the focus of the national broadcast. If possible, coordinators could synthesize the main points of a discussion at each site and telephone in this information before the broadcast, so that it could be referenced on the air. This would be one way to promote a feeling of involvement of the audience with the program.

Furnish coordinators with information on follow-up activities which could be organized at the local site--discussions, hands-on activities, complementary local programming featuring local experts. Help make it easy for the coordinators at the sites to do their job. Help the coordinators to see how they can adapt or refashion the teleconference to suit the needs of their audiences, and, in the process, make the teleconference a more meaningful learning experience for their participants. Emphasize the importance of the local component in ensuring participant satisfaction.

Keep in close contact with the coordinators at each site. Learn who they are and what their assigned responsibilities are in relation to the teleconference. Offer to help them with their job and suggest ways in which they might stretch beyond what is being required of them to take an active role in designing a

meaningful learning experience for the participants at their sites--an experience featuring the teleconference as one piece--although a very central piece--of a more comprehensive learning package.

Let the site coordinators know that you appreciate their position. Many times they will have had responsibility for the teleconference thrust upon them, on top of everything else that they do--without release time to give it proper attention and without any special training in how to perform well in the position. Many times they will be ill-informed of the intent and the wishes of those within their institution who made the decision to subscribe to the teleconference. It may not be clear that they have the authority--let alone the financial resources--to plan activities or enhancements to complement the teleconference. Let them know that you understand the limitations under which they may labor.

Suggest to the site coordinators some ways in which they might promote attendance at their sites--even if the teleconference is only an optional staff development opportunity for their own members. Focus on internal promotion as a form of marketing.

If many of the receiving sites are located within relative geographic proximity to you, consider inviting the site coordinators to come to your facility for a half-day of orientation and training.

Develop and distribute to all site coordinators a short manual related to the effective local use of staff development teleconferences. Include practical tips to increase attendance and participant satisfaction at the local level.

As your plans for the teleconference develop, keep the site coordinators informed of the way the program is shaping up.

Don't rely exclusively on the mails for your communication with the site coordinators. When you can, keep in touch more personally by phone.

Develop relevant, high-quality materials to accompany the teleconference. Reference the materials on the air to promote a feeling of involvement of the audience with the program. Whenever possible, include a copy of what you are referencing on the screen so that those who may not have the materials can follow what is happening. The materials should include an agenda, background information on the featured presenters, full references to the source of any videotape shown on the broadcast, the learning objectives/expected learner outcomes for the teleconference, a broad topical outline of the content with space for participants to take notes, a bibliography of relevant materials and, when appropriate, reprints of <u>selected</u> relevant articles.

Do not substitute the mere duplication of relevant, existing

articles--no matter how good they are--for the creation of hand-out materials pertinent and specific to the teleconference. Well-designed materials created especially for the teleconference will enhance the learning experience and will increase participant satisfaction with the teleconference.

Mail hand-out materials to the sites in ample time for them to be duplicated for participants. Mailing more than one month in advance will also allow the site coordinators to benefit from the materials. As they work to plan local programs geared to the content of the national broadcast, they can use the hand-out materials to be sure they are targeting their efforts appropriately.

Evaluate the teleconference. Obtain evaluations not only from the site coordinators (possibly by telephone interviews to make it easy for them to respond) but also from individual participants. Work with the site coordinators in advance to get their commitment to this process. Be willing to expand or modify your participant evaluation form to suit the needs of the local sites.

Consider as part of your evaluation the collection of information from each site coordinator regarding the use that was made of the teleconference at the site, the extent and kind of coordination and promotion provided, any other activities planned in conjunction with the broadcast, the kinds and numbers of people who attended, a description of the room and of the equipment used for viewing the teleconference, an assessment of the quality of the video and audio signals received during the broadcast, and descriptions of any other factors present at the local site which might have influenced participants' satisfaction with the experience.

Receiving Institutions

Appoint someone at your site to serve as local coordinator. Define the responsibilities of the person to include some attention to local promotion of the event and some attention to designing an effective conference for the participants at your site.

Have your site coordinator establish personal contact with the person listed as the coordinator for the originating institution. Do not be afraid to pick up the telephone throughout your planning to ask questions and request more information.

If the description of the teleconference which you have been furnished by the originating institution does not make clear who would benefit from the teleconference, what the objectives of the teleconference are, what the content and format of the program will be, then ask for this information from the originator.

Ask the coordinator at the originating institution if you--or a

content expert from your institution--can talk directly with the teleconference presenters to get a better feeling for the content and approach of the teleconference, to ask questions, etc.

Continue to stay in touch with the originating institution to make sure that you are updated on the teleconference as plans for it develop.

Even though attendance at the teleconference may be optional, consider ways in which you could actively promote participation at your site. Everyone feels better when they are part of a program that is well attended. Involve key persons at your institution--administrators, influential teachers--in helping you plan the event, and ask the originating institution for more ideas on how you can promote attendance.

Consider having a discussion or short local presentation before the teleconference begins to set it in context for your audience. Ask the originating institution for suggestions on this if they have not supplied any as part of the teleconference "learning package."

Organize at least a facilitated discussion at your site following the teleconference. If possible, include as panelists one or more persons from your institution--or from other appropriate agencies or organizations within your locale--with expertise in the subject area, who can react to the national content before you begin your local discussion. The local component is the opportunity for you to make meaningful to your local audience the content of the national broadcast, to relate the content to what is happening within your schools, your geographic area, etc.

If the topic lends itself to it, be creative in developing different kinds of local programming to follow the teleconference--e.g., a teleconference on educational software might be complemented at your site by a hands-on demonstration of microcomputer software packages which your institution owns and which are related to the topic. Try to supply in your local component an experience different from the experience provided in the national teleconference.

In announcing the teleconference to your potential audience, also announce any other activities which you have planned in connection with the broadcast.

Serve some kind of refreshments at the teleconference--and advertise that you are going to do this.

Have someone assigned to formally welcome your audience once they are assembled and to introduce the teleconference and any other activities which you have planned. A teleconference--like a conference--should have a formal opening and a formal closing at each local site.

Consider having an orientation to teleconferencing for your potential users--either immediately before a particular teleconference or at some other time. Let your potential users know what teleconferencing can offer them and what it can not.

Consider compiling and distributing to participants a bibliography of materials--both print and nonprint--which are available within your institution and which relate to the topic at hand. Supply the call-numbers for your local library/media center collections. If the originating institution has furnished a bibliography, check the items on it against your collection and insert the appropriate call-numbers for the materials which are available in your locale. If possible, have as many of the items as you can available at the teleconference site for immediate check-out by interested participants.

Encourage your participants to call-in questions to the national broadcast. Offer to place the calls and read the questions for them.

Work with the originating institution to design an evaluation of the teleconference which will serve your needs as well as those of the originator. Expand or modify as necessary the participant evaluation form supplied by the originating institution, and encourage participants at your site to complete the forms. Respond frankly to any questions which you are asked to answer by the originating institution.

Having invested a great deal of time and effort in planning an effective learning experience for your own staff members, approach an administrator at your institution and suggest that other schools or institutions in the area be invited to attend--either free-of-charge or for a fee. Take the opportunity to show off how well your institution uses teleconferencing for staff development. In the process you will obtain local recognition for any of your own staff who are serving as panelists or discussion leaders during your follow-up local programming, and you can begin to build bridges and associations across districts (or institutions) among educators with common interests. Where appropriate, consider inviting parents (or other members of the public whom you serve), regional education service center staff, professional association representatives, state department of education personnel, etc., to your facility to view your success in action.

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APPENDIXES

APPENDIX A

ANNOUNCEMENT OF 1985-86 STAFF DEVELOPMENT TELECONFERENCES

THE COLLEGE OF EDUCATION

OF OKLAHOMA STATE UNIVERSITY

announces a series
of five staff development programs
for school teachers and administrators

to be delivered via satellite
during Academic Year 1985-86

Series Overview

During Academic Year 1985-86, the College of Education of Oklahoma State University will offer five staff development teleconferences which will be broadcast via satellite from the Telecommunications Center on the Oklahoma State University campus. The programs will be tailored for school teachers and administrators and will address topics of timely importance: state-mandated student assessment programs, concerns and issues in early education, emerging issues in school law, younger and older learners working together, and new directions in reading comprehension. All of the teleconferences will feature OSU faculty and Oklahoma school teachers and administrators; many of the teleconferences will also feature special guests. The teleconference on student assessment, for example, will feature former Secretary of Education Terrel H. Bell. All of the teleconferences will include the opportunity for participants at receiving sites to call in questions for the presenters and to ask them live on the air.

Participation Options

School districts may participate in the staff development teleconferences through live satellite reception or through the purchase of videotaped copies of the broadcasts.

Live satellite reception offers a district the opportunity to participate in the telephone question-and-answer portions of the live broadcasts and to make one videotaped copy of each broadcast as it airs. A school district can receive the broadcasts live either through its own satellite receiving dish or through arrangements made with a local cable television system operator. Additional information and specifications for required equipment are available from the College of Education (see the last page of this announcement).

Because the teleconferences can be videotaped for future use by district teachers and administrators, they represent a cost-efficient investment in the future as well as the present. A district with 100 teachers, for example, can subscribe to all five programs for less than $1.25/teacher/program, and it can maintain the collection of videotapes for future use by district personnel.

Appropriate Audience

While the primary focus of the teleconferences is school teachers and administrators, many of the teleconferences will also be appropriate for school board members, parents, and other patrons of the district.

1985-86 PROGRAM DESCRIPTIONS

State-Mandated Student Assessment Programs

Thursday, October 3, 1985, 3:45--5:15 p.m. Featuring former Secretary of Education Terrel H. Bell, Dr. Katye Perry of OSU, and a panel of Oklahoma educators and other citizens in a discussion of the educational, political, philosophical, and psychometric ramifications of state-mandated student assessment programs.

Concerns, Issues, and New Directions in Early Education

Tuesday, November 19, 1985, 3:45--5:15 p.m. Featuring Dr. Milly Cowles, Dean of the College of Education at the University of Alabama in Birmingham, and Drs. Douglas Aichele (moderator), Bernard Belden, Kathryn Castle, Randall Koetting, Frances Stromberg, and Barbara Wilkinson in a discussion of the latest research on early education. Issues to be addressed include programs for four-year-olds, recent changes in kindergarten/primary education, and the identification of components of an early education program which have been linked to later school success.

School Law Update

Thursday, February 13, 1986, 3:45--5:45 p.m. (a two-hour broadcast). The teleconference is intended primarily for school administrators, school board members, and school attorneys. Videotaped segments will feature Dr. Kern Alexander (University of Florida), Dr. Richard Salmon (Virginia Tech University), Dr. Nelda Cambron-McCabe (Miami University, Ohio), and Oklahoma lawyers John Moyer (of the law firm of Rosenstein, Fist, & Ringold) and Lana Tyree (of the law firm of Cartwright & Tyree). OSU professors William Camp and Kenneth Stern will serve as moderators. Issues to be addressed will include the concept of free public schools and political encroachments; student rights in today's schools; child abuse and the legal implications for the school administrator; special education; and dismissal of teachers and employment rights.

Younger and Older Learners Together: Solving the Instructor's Dilemma

Tuesday, March 4, 1986, 3:45--5:15 p.m. Featuring Dr. William R. Venable, OSU School of Occupational and Adult Education, and Oklahoma educators in a discussion of the functional differences between younger and older learners, the implications for learning of these differences, and the strategies which instructors can utilize to draw on the strengths of each group to reinforce the other's learning. Of particular relevance to instructors in vocational education, adult education, community education, higher education, and training and development in business and industry, who teach mixed groups of younger and older learners.

New Directions in Reading Instruction: Theory and Practice

Tuesday, April 8, 1986, 3:45--5:15 p.m. Featuring Drs. David Yellin, Charles Smith, and Martha Combs of OSU, and a panel of Oklahoma public school educators, in a discussion of strategies that teachers can use to help students at all grade levels monitor their own comprehension processes to become more successful readers. The effect of text structure, the use of prior knowledge and prediction, and teacher questioning techniques will be the topics addressed during the teleconference.

Pricing

PLAN A. School districts subscribing under Plan A participate in the live broadcasts and have permission to videotape the programs as they air. A school district may subscribe to one or more programs in the series. The cost of a program depends on the number of teachers employed within the district. There is a discount built in to the pricing structure for the purchase of more than one program. The prices quoted below are for live participation in the teleconferences:

	Total Price for Indicated # of Programs				
	1	2	3	4	5
Districts with up to 150 teachers	$ 150	$ 280	$ 400	$ 510	$ 610
Districts with 150-300 teachers	250	465	665	850	1015
Districts with more than 300 teachers	400	745	1065	1360	1625

PLAN B. School districts not able to participate in the live broadcasts may subscribe to one or more of the programs in the series and receive a videotaped copy of the program(s). The videotaped copies will be made by OSU and will be mailed shortly after each broadcast to districts subscribing under Plan B. The cost for such participation is the price of the subscription listed under Plan A, plus $20 for each hour of programming that is copied (this $20/hour charge includes the cost of the blank tape, dubbing costs, and shipping and handling).

Materials

All school districts subscribing to one or more programs under either Plan A or Plan B will receive one set of all materials produced for the teleconference(s). These materials can then be duplicated by the district in sufficient quantity for the expected audience for each program.

Videotaping Rights

School districts subscribing under Plan A (live participation) are authorized by Oklahoma State University to tape each broadcast as it airs. The use of these copies, as well as of the copies furnished by OSU to school districts subscribing under Plan B, is limited to unedited showing to school personnel, students, and patrons, with appropriate notice given that the materials have been produced by the Oklahoma State University College of Education. In the event that a school wishes to use edited segments of a teleconference videotape for its personnel, students, or patrons, advance written permission from the College of Education must be secured.

For More Information

For more information on the College of Education staff development teleconferences, for more complete information on the technical requirements for reception of the live broadcasts, or to subscribe to one or more programs, contact Connie Lawry, Assistant Director, Education Extension, College of Education, OSU, 108 Gundersen, Stillwater, OK 74078, (405) 624-6254.

APPENDIX B

PRELIMINARY LETTER TO SUBJECTS AND LIST OF LEADING QUESTIONS

OSU

Oklahoma State University

EDUCATION EXTENSION
COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078-0146
GUNDERSEN 108
405-624-6254

May 21, 1986

Dear :

I am writing to you to ask your cooperation in a research study which I am undertaking as a follow-up to the staff development teleconferences which we broadcast this past year. I will also be submitting the results of the study in partial fulfillment of the requirements to receive my Doctor of Education degree from Oklahoma State University. The title of the study is "Staff Development Teleconferences for Teachers: A Case Study of Their Use and Suggestions for Improving Their Effectiveness." My focus is the Oklahoma State University College of Education's series of staff development teleconferences broadcast in 1985-86. Because your institution subscribed to one or more of the programs in the series, I am asking your help.

I have decided to collect the information for my study through telephone interviews so that I do not overburden those who agree to participate in the research. The study is exploratory in nature, so my intent is to encourage those of you who have had experience with teleconferencing in its infancy to reflect on your experience and share it with me. Not many institutions and people have experienced national video teleconferences broadcast via satellite. You are in a unique position to assess its potential and to identify its limitations.

I have enclosed an outline of questions which I plan to use as a starting point for each of the telephone interviews. If you can participate in the study, you might want to have these questions available during the interview and, if you have time, you might wish to give them some thought beforehand.

I have contacted you because you were listed as the person at your institution to receive all of our mailings in connection with the teleconferences to which you subscribed. If you think there would be a more appropriate person at your institution for me to interview, please let me know.

I would like to tape-record the telephone interviews so that I can be sure

CENTENNIAL
DECADE
1980 • 1990

to analyze all of the information you give me. However, if you would rather not be tape-recorded, I will rely solely on the written notes which I take.

Neither you nor your institution will be identified in my study by name. Instead, your institution will be referred to descriptively--e.g., "a vocational-technical school with 50 professional staff, located in the Northeast."

I would like to call you within the next few days to see if you can participate in the study and to answer any questions you might have. If you can participate, I would like at that time to determine when you might be free for me to call back for the actual interview. I anticipate that the telephone interview will take approximately 20-30 minutes, and I would like to schedule it at your convenience.

I hope you will consider participating in the study. All the information which you give me will be treated confidentially in the sense that you and your institution will not be identified publicly with it. Moreover, I will respect the confidentiality of the information. I believe it is important for exploratory, descriptive studies to be completed and published to help those of us in education evaluate the effectiveness and the potential of what we are doing. I hope this research will be useful to many institutions as they explore the ways in which teleconferencing might serve the needs of educators.

If you do participate in the study, I plan to send you a summary of my findings when the research is complete.

If you have any questions before next week, please do not hesitate to call me at (405) 624-6254.

Sincerely yours,

(Mrs.) Constance M. Lawry
Assistant Director, Education Extension, and
Doctoral Candidate, Adult and Continuing Education

STAFF DEVELOPMENT TELECONFERENCES FOR TEACHERS:
A CASE STUDY OF THEIR USE AND SUGGESTIONS
FOR IMPROVING THEIR EFFECTIVENESS

Questionnaire

1. What kinds of experiences has your institution--and have you--had with the live video teleconference prior to or while you were subscribing to the OSU College of Education series?

2. With respect to the OSU programs, what did you perceive as the benefits of receiving staff development programming via satellite--or these particular programs--when you subscribed to them?

3. How did you intend to use the OSU teleconferences when you subscribed to them?

4. How did you coordinate each of the teleconferences at your site?

5. How did you promote attendance? How many people--and what kinds of people--attended the teleconferences?

6. Did you prepare your audience in any way for the teleconferences? Did you plan and offer any activities in advance of, at the same time as, or following the teleconferences which were designed to complement the teleconferences?

7. How did you evaluate the teleconferences and what did you find?

8. Given your experience with teleconferencing, how would you evaluate the feasibility and the potential of the following kinds of activities for increasing the effectiveness of staff development teleconferences for teachers and administrators?

In advance of the teleconference
- General user orientation and internal promotion
- Advance readings
- Self-paced, written materials to be worked by the individual
- Organized discussions on suggested questions that were to be raised in the teleconference

During the teleconference
- Hand-out materials
- Increased time for interaction with sites during the broadcast
- Local encouragement for participants to call in

Follow-up activities
- Facilitated discussion at the local site
- A formal program organized by the site to complement the national broadcast
- Opportunity for each site to place a conference call at a later date and talk at length with the featured presenters

9. What do you think could be done by an originating institution to make a staff development teleconference a more meaningful learning experience?

10. What do you think a local site could do to make a staff development teleconference a more meaningful learning experience for participants?

11. From a theoretical perspective, describe what you think would be an valuable and effective staff teleconference experience for your audience. Why would this be valuable and effective?

APPENDIX C

INTERVIEW SUMMARY SHEETS CONTAINING SELECTED NOTES FROM THE INTERVIEWS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-1 TECHNICAL INSTITUTE, OUT-OF-STATE (Central Time)

TELECONFERENCES SUBSCRIBED TO: March 4

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 55 minutes

TITLE OF INTERVIEWEE: Supervisor, Alternative Learning Systems

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

Coordinates all alternative learning systems--not just teleconferences. Has secured underwriting for them, marketed them, planned local programming for them, etc.--the whole gamut.

EXPERIENCE WITH VIDEOCONFERENCING

Institution has taken approximately 40 videoconferences this year--serving business and industry, the community, etc. Has downlinked the National Diffusion Network (NDN) teleconferences for teachers. However, they have produced very little response for a lot of effort. The institution has to cover upfront costs--and public schools are not very supportive. She has charged $10/person for the NDN teleconferences to cover the costs of the refreshments she serves, xeroxing of hand-out materials, and to recover some of the costs of mailing promotional announcements regarding the NDN teleconferences to the schools. Once she got as many as twelve participants for an NDN teleconference. However, her institution serves a population base of 250,000 (four counties), and she thinks if the schools were much interested then they would see greater attendance than this at the teleconferences. Often, she'll just tape an NDN teleconference for a cooperative of school districts which may request this.

Foresees her institution concentrating more on bringing in teleconferences of interest to business and industry, and then utilizing business and industry representatives as the experts on the local programming. The use of local people complements the national material and makes it more relevant to the participants. The general public is not catching on to teleconferencing--schools aren't much either--but business and industry is. And "economic development" is the watchword in her state --it is an umbrella which can justify subscribing to a variety of programs and it is an imperative which is "hot" and productive.

They have to "get as much bang for the buck" as they can when subscribing to teleconferences. If a teleconference doesn't generate revenue, then it has to at least address well their mission to serve business and industry--which often translates to numbers of people attending. They can get numbers and serve clear needs with business-oriented tele-

INSTITUTION: A-1 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 2)

conferences--and sometimes generate revenue. Without stronger public school support, they neither generate revenue, not attract large numbers of people, nor serve their primary mission with programming to public schools.

USE OF STAFF DEVELOPMENT TELECONFERENCES

Subscribed to March 4 program to serve their own staff, including 900 part-time teachers who teach courses for them on a contract basis (some of these teachers are K-12 teachers by profession; others come from business and industry). Her institution is on the look-out for opportunities to expose these contract teachers to information/skills for dealing with adult learners.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

Sent memo regarding the March 4 teleconference to all instructional staff and all part-timers currently teaching for them.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

She is an adult learning expert, and so she facilitated a wraparound discussion on the points covered in the national program and on their applicability to what the faculty at this institution do in their particular circumstances. The wraparound went on for about 60 minutes--longer than it was scheduled for. She had to work to end it--the discussion was really active. She had also developed her own hand-out materials relevant to the application of adult learning principles to the situation of the teachers at her institution, and she used these in the wraparound.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

29 people attended. The teleconference was "not really bad"--but not lively, too much talking head. The national teleconferences need to offer people something they can't get at the local level.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Originating institutions should identify learning objectives/competencies that are the goals for participants--and specify these in writing. This then helps the potential receiving sites identify the appropriate audience for a teleconference. If a teleconference announcement comes to her without the objectives defined, then she usually makes a telephone call to try to obtain them from the teleconference originators (although sometimes she finds that they don't exist).

INSTITUTION: A-1 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 3)

The credentials and presentation skills of the presenters had better be pretty terrific, since a TV person should be as good as or better than a person a site could find locally to feature. She cited a recent teleconference featuring "the guru of adult education"--Malcolm Knowles. She was able to attract lots of people to the teleconference on the strength of his name and the interest of people in hearing the gospel of Knowles straight from his own mouth. The teleconference bombed--he was boring; his name was not enough to overcome it; hearing the principles of adult education from the man who formulated them was not enough; people didn't like him. They said they would rather read his book than listen to him. It's a lot harder to maintain an audience's attention on a TV image than a live speaker.

SUGGESTIONS FOR LOCAL SITES

A satellite conference [and this interviewee consistently referred to video teleconferences using the terminology "satellite conferences"] is a seminar--some of which is brought in by satellite. She believes her kind of institution--and colleges and universities--have vast experience in organizing/putting on effective conferences, and, as she said, "how many public school teachers and administrators have similar experience?" Postsecondary institutions should be able to take a teleconference and structure it/coordinate it/utilize it effectively as a seminar--or workshop--experience. They should be able to make it more effective than most public schools--and certainly most people tuning in such a broadcast in their own homes--could do. Postsecondary institutions should be effective intermediaries that draw on their experience with adult learning as well as conference planning to make a teleconference better--more effective--than it would be without them. Intermediaries in the delivery system should be able to offer something--to enlarge or enhance what is transmitted on the teleconference. If nothing else, a good facilitator--with real skills in this art and with an appreciation of the adult learning experience--can help the group at the local site share their own expertise with one another.

At her local site, she encourages people to write down their questions during the national broadcast (and they try to get some of these phoned in to the national presenters). But then she uses these written questions as the first item on the agenda of the local wraparound programming/discussion. She hasn't ever found a question that couldn't be answered by someone in the group at the local site. It's a very effective start-up to the local programming.

She would like to see more seminar or workshop-type teleconferences. She suspects that there might be more tolerance in higher education of a "conference"-type teleconference which features one major speaker for 45 minutes or so, followed by a panel of questioners. Her people

INSTITUTION: A-1 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 4)

are skills oriented--which includes affective skills. They want to come away with something they can apply. They want to have some applications/relationships drawn for them between the theory/content and their work world (or personal lives). The "speaker" conference is not what she would select as a teleconference because it can be very difficult to satisfy the audience with this format (unless the speaker is extremely good--or the content very compelling). "Speaker" or "conference"-type teleconferences are those about which people can most reasonably say--"why not just videotape it and I can watch it when I want?"

She suggests that if a "speaker" conference is being broadcast, then the originators should work to come up with exercises for the local participants to do that will help them see the connections/relationships between the speaker's points and their interests. Most sites can always find a skilled facilitator of group learning experiences--and sometimes they can draw on a local expert--but they need help from the originators in the form of suggested exercises. Also, originators need to fully describe upfront the content of their teleconferences.

Workshop-type teleconferences are most apt to incorporate a variety of formats--which is good TV (as well as good workshop design). When they involve people at the sites in relevant activities, they also make clear the value of the group activity--of viewing the teleconference in a group rather than alone. When there is a sense of involvement of the sites with the national broadcast, there is support for the value/necessity of participating live.

FEASIBILITY/VALUE OF ADVANCE READINGS

Probably unmanageable logistically because of the need to be able to accommodate late enrollees--even walk-in enrollees. Also, most people would probably not read the materials in advance--for non-credit programming at least--so it would be risky to base your approach in the teleconference on the assumption that they had.

FEASIBILITY/VALUE OF HAND-OUTS

Definitely improves satellite conferences. "One of my frustrations is there's not enough printed materials provided." The hand-out materials furnished by originators have varied from bound books (very popular with participants) to saddle-stitched pamphlets. The quality and the extent of the hand-out materials are perceived by participants as exhibiting a degree of preparedness and professionality--which rubs off on the teleconference as a whole. They vastly enhance the teleconference and the learning made possible by the teleconference so long as they are directly/definitely relevant. Bibliographies can be valuable --although they are not as directly tied to the content of the telecon-

INSTITUTION: A-1 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 5)

ferences as other hand-out materials can--and should--be. If there is a list of readings, then there should be some other material--some written material--which ties the readings together and ties them to the teleconference.

FEASIBILITY/VALUE OF INTERACTION

Generally it has been handled well in teleconferences she has seen. She has seen it be too lengthy. Also, topics introduced in the question-and-answer sessions can jump all over the place in relationship to the central issues of the teleconference. The Q&A can be too diffuse--and not focused enough. The audience can follow just so much. 30 minutes definitely seems enough time. The Q&A can fall flat. She would rather see two 15-minute periods sprinkled throughout the conference--or even three 10-minute periods. But you do need to have live interaction for people to know it's different from watching tape. However, she believes the interaction is perceived as more important by participants before they get to the teleconference than it actually becomes once they arrive. It needs to be part of the teleconference to motivate them to come--but once at the teleconference, it is not necessarily deemed that important. However, she does see evidence that participants evaluate it as important--once they've been to a satellite conference, they will often perceive the Q&A as having been more important to their learning than she believes it probably actually was. The representativeness of the phoned-in questions is adequate/sufficient for the most part in representing the participants at each of the local sites--especially when the incoming calls are screened by the originator so that the questions put through are relevant, etc. Her participants have not been particularly eager to call in.

She has seen involvement accomplished through other than simple Q&A. One teleconference posed some case studies which people at the local sites discussed for several minutes in small groups. After time for discussion at the local sites, the experts on the air dealt with the case, and participants could compare their thinking with the experts' thinking. Good sense of involvement.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

When you have it, it can greatly enhance the learning that goes on in connection with the teleconference. Should be participatory. Participants can process some of the content during the time available in the local component. No matter how interactive we try to make the satellite conference--and even if there's phone calls coming in so fast they can't take them all--maybe one call will get through from a site if there are 50-150 sites for a teleconference. But the local component can afford ample time for questions--and discussion/comment, which is

INSTITUTION: A-1 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 6)

important to people feeling they have had an opportunity to wrestle with the content with one another. Two cautions: if the satellite conference has been particularly lengthy, people may prefer to go home; also, if the subject of the teleconference is very technical (e.g., medical records coding) or esoteric, it may be difficult to find local experts to really "discuss" anything. But affective learning--which most of education tends to be--is enhanced by discussion.

Local programming can add a hands-on dimension to a national broadcast--e.g., hands-on demonstrations on microcomputers. However, it is important for the local site to have detailed information on the content of the national broadcast to plan good complementary hands-on activities (or other local programming).

OTHER RELEVANT COMMENTS

Knowing what teleconferencing is not is as important as knowing what it is--for site coordinators and for potential users.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-2 TECHNICAL INSTITUTE, OUT-OF-STATE (Central Time)

TELECONFERENCES SUBSCRIBED TO: March 4

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 45 minutes

TITLE OF INTERVIEWEE: Teleconference Coordinator

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

Contact for receiving information about them. Has to find a division within her institution to agree to sponsor it from a content point-of-view. The sponsoring division then targets the audience and plans any local programming to complement the national broadcast. However, there are no budgetary considerations for the academic division sponsor (when run as conference with a price per person to attend). The interviewee's unit budgets the activities--collecting the revenue and making expenditures against it.

EXPERIENCE WITH VIDEOCONFERENCING

Has received 12 video teleconferences in last five months. Bring them in for students, as in-service for own staff, and as conferences to serve the needs of business and industry in the community (continuing education). Teleconferences are another way of offering workshops. The interviewee has seen all of the teleconferences which they have received.

USE OF STAFF DEVELOPMENT TELECONFERENCES

This institution intended to receive the March 4 program only as staff development for its own faculty. They involved the appropriate academic division within the institution but got minimal response and involvement from the person within this division who worked with them. The academic division person did assist in getting information out and did arrange to release teachers from the institution to attend the teleconference. They mailed to 1200 staff within their own institution and, on a selected basis, to other colleges in the area as well. They did not charge to attend the teleconference. They did have preregistration and an advance preregistration deadline.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

The interviewee thought the teleconference should be offered in conjunction with an advance program and a meal (or refreshments of some sorts). However, the cooperating academic division felt that it could not afford to supply these things.

INSTITUTION: A-2 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 2)

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
There was no wraparound, although the interviewee felt there should have been and could have been a good one. The academic division representative thought people wouldn't stay late for a follow-up; there was no interest in an advance program; and generally no interest in spending any additional money on the teleconferences.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
Had 35 people attend. Pleased with this. However, the attendees didn't like the teleconference--too much talking head. She feels "these people won't be back."

SUGGESTIONS FOR ORIGINATING INSTITUTIONS
Teleconferences should be like TV, with videotaped segments complete with voice-overs, and then the live panel for questions-and-answers. More materials should be furnished upfront on the content--complete agendas. Saying that the panel or the experts are "to be announced" doesn't do potential receive sites any good in making the decision whether to subscribe. Originating institutions are not spending long enough preparation periods in order to have everything nailed down before they send out their marketing materials. People are truly not getting clear pictures of what they are really buying into, and then the expectations are not met because they have the wrong idea of what the program will be. Originators should lay down clearly what their objectives are and how they intend to meet them. Unless the topic is that good and/or the people that charismatic, you need lots of thought in designing a well laid-out workshop--variety, sense of involvement, something unique about it that you can't get just from watching a tape.

Educators too often see teleconferences as "conferences"--and use talking heads to lecture, in the model of academic conferences where a person talks on a topic to an auditorium full of listeners. She thinks that's going to kill teleconferencing. There are times when the content is that good--or vital--or current--that people will look past what they did not get (e.g., some engineering updates). But if you use talking heads it had better be top notch--timely--current. The workshop idea--and designing teleconferences as good workshops--will produce more effective teleconferences for most audiences.

SUGGESTIONS FOR LOCAL SITES
The local forum is important--local participants prefer the question-and-answer that goes on here as opposed to what goes on during the national broadcast and with the national people. Food/refreshments are very important--especially for the long teleconferences. Have to have

INSTITUTION: A-2 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 3)

the people arrive early enough in order to have time to explain to them what teleconferencing is, where the facilities are, etc. Need to really meet and greet them properly. Helpful to have local participants introduce themselves to one another. Of course have name tags. Prepare the participants adequately so that they have realistic expectations of teleconferencing and view it in the proper perspective. She has made up a hand-out on it which she distributes and explains. Need to make people feel like they are coming into a one-day class, with a "teacher" greeting them, then watching video, and then doing other things. Teleconference needs to be complemented by other things to really work.

FEASIBILITY/VALUE OF ADVANCE READINGS

Feasible and can be extremely valuable if materials to read ahead are pertinent to the teleconference. Advance discussion could work well--necessary to have it in advance if the teleconference is long and/or ends late in the day. But you need information--detailed information--on the national teleconference so that you will know how you can complement it at the local site.

FEASIBILITY/VALUE OF HAND-OUTS

Absolutely essential to have them. Site moderator needs his or her own "hand-outs" at least three months in advance--with directions on how to market, coordinate, plan local program. Hand-out materials for participants (as well as moderator) demonstrate that you are prepared and organized and audiences appreciate this. She can't believe that teleconferences are run without them. They are essential. And they should be referred to on the teleconference--should be directly tied to the teleconference as much as possible (reading lists which are furnished would probably only be referred to--but other hand-out materials should be used). Need to use character-generator text on screen to reinforce. Any subsequent uses of the videotape of the teleconference would be accompanied by the "participant workbook" (which would be the collection of hand-out materials).

FEASIBILITY/VALUE OF INTERACTION

Theoretically it sounds wonderful. But satisfactory answers are not usually given--there's not time to be complete (not like you can be with longer programming at your local site). Her participants are not reluctant to ask questions. However, she received a teleconference recently where she took a vote of the participants on whether to keep the national program on for its concluding 30 minutes of questions-and-answers or to turn it off and start in to the questions-and-answers with the local experts. Participants wanted to turn off the national

INSTITUTION: A-2 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 4)

broadcast. Her institution recently originated its own teleconference and in reviewing the evaluations from it, she has noted that the question-and-answer portion was consistently the lowest rated segment of the teleconference which they produced. The local forum promotes extended questions-and-answers and the possibility for some comment/discussion as well.

Interaction and involvement can be accomplished through means other than called-in questions at the end of a teleconference. Teleconferences should incorporate exercises which participants could do at the local site before the national program, and then site moderators could call in to the broadcast studio. The results from all of the sites--or a representative number of them--could be summarized and the results could be referenced--and even addressed--on the teleconference. There's not enough involvement.

She cited Service America as the only teleconference she has seen that has accomplished a sense of involvement. A participant booklet included a sparse outline of what was going to be talked about--with plenty of room for participants to take notes as they followed the outline along. It was a "typical good workshop." It involved exercises and the presenter would say: "And now on page __, I want you to do the exercises working in groups of [specified a number]." And then a time clock ran on the screen while the audience at the site worked the exercises. "It was so effective. They treated us very much as though they were in the room with us." There was an audience in the studio from which the broadcast was originating, and when they would come back on the air from working the exercises, the audience in the studio would discuss their results--and the workshop "leaders" would make comments--and the local sites could compare what they had arrived at during their discussions to what the studio audience had to say and to what the "leaders" had to say.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

Has run them with and without local programming. The local programming has saved the dull teleconferences she has watched.

OTHER RELEVANT COMMENTS

Teleconferencing can be useful for inservicing large groups. Exciting to be part of a national program.

The "conference" type of teleconference has very limited value. Interaction on a "conference" will always be limited--and limited in kind to phoned-in questions. This does not necessarily convey a sense of involvement. You can achieve a sense of involvement outside the kind

INSTITUTION: A-2 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 5)

which is accomplished with the typical phone-in questions--the Service America teleconference did just that (see description earlier in these notes). Most "conferences" could be taped and watched--alone--later. The workshop-type teleconferences, on the other hand, have a dynamic that is important and that depends on being part of a group.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-3 COLLEGE, OUT-OF-STATE (Central Time)

TELECONFERENCES SUBSCRIBED TO: Mar. 4

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 9 minutes

TITLE OF INTERVIEWEE: Director of Faculty Development

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
Coordinates the delivery of a variety of faculty development programs. Planned small-group discussions in connection with this teleconference --and organized a lunch with it.

EXPERIENCE WITH VIDEOCONFERENCING
They have a dish but he doesn't find many programs available that are pertinent to college-level faculty, so they have had trouble making use of teleconferencing for internal faculty development--which is what they are interested in. They have not participated in any other teleconferences this year--they participated in one two years ago. They would like to be more involved--if they can find programs suitable for faculty development.

USE OF STAFF DEVELOPMENT TELECONFERENCES
Picked it up for development of their own faculty. Used the videotape only--not the live broadcast. The live broadcast was at an inconvenient time.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Planned an all-morning workshop (with lunch), based on the teleconference content--but utilizing a videotape re-play of the teleconference itself.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
During the showing of the videotape, they stopped at two points and had small-group discussion of the issues presented in that portion of the tape. He had worked up in advance (after previewing the videotape) a set of questions for the small groups to discuss that dealt with the material presented and how it might apply to their situation. He believes this use of the videotape works out well for them. The total activity spanned an additional 90 minutes--over and above the 90 minutes of the videotape. And they did some of it over lunch.

INSTITUTION: A-3 COLLEGE, OUT-OF-STATE

(notes continued -- page 2)

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

17 faculty and staff attended a videotaped showing of it on a Saturday morning. He did not intend to use it live. They have one Saturday morning workshop per term--it's a tradition at his institution.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

It's good to have advance organizers--hand-outs--that can be distributed before the day of the teleconference, especially if it's something they can work on--that requires some kind of response on their part. They took a teleconference two years ago on learning styles, and each participant actually completed the learning style inventory before the workshop and brought the results to the teleconference.

People presenting the teleconference need to try to get more comfortable in being in front of a camera.

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION

The interaction can be good--and the questions which get through are usually the kinds of questions which other participants at other sites would have been thinking of. His institution just couldn't utilize the live teleconference on March 4th because it was at a time that was inconvenient for their staff. So they compromised--and traded off a better time for the opportunity to call in questions live.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-4 INSTITUTE OF TECHNOLOGY, OUT-OF-STATE
(Eastern Time: College/University)

TELECONFERENCES SUBSCRIBED TO: Apr. 8

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 45 minutes

TITLE OF INTERVIEWEE: Coordinator of Electronic Learning Systems

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

She coordinates, in addition to teleconferences, telecourses, audioconference courses, computer conferencing--anything electronic. With respect to teleconferences, she usually receives the information and then goes to an appropriate academic department and to the continuing education unit on her campus to see if they want to take advantage of the opportunity. She basically is responsible for identifying the opportunities and then providing technical support. Others usually do the marketing, etc.--except sometimes in the case of public service teleconferences, which she might be more directly involved in. She tries to watch all the teleconferences which they receive--because they would like to originate a teleconference one day, and she learns a lot from watching as far as what to do and what not to do.

EXPERIENCE WITH VIDEOCONFERENCING

They have done about 21 teleconferences in the last year--from IEEE-sponsored engineering ones, to public service ones (like the "Reading" teleconference in the staff development series), to very technically-oriented ones.

Teleconferencing on their campus has been generally pretty successful. And most people who have done one would do another.

USE OF STAFF DEVELOPMENT TELECONFERENCES

This particular "university" does not have a college of education--they do not do teacher training. So there was no natural unit on campus--and no audience which they serve as part of their primary mission--for them to receive the teleconferences for. But she routinely lists all teleconference opportunities in a communique which she sends out campus-wide. There was a unit on campus which saw this and was interested in the "Reading" teleconference because they provide direct services (including reading services) to hearing-impaired children, and there was another unit on campus that was interested because they provide remedial reading services to college-age students.

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COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

One unit on campus expressed primary interest in the "Reading" teleconference and paid the fee to receive it. They then coordinated it--with the interviewee's unit providing technical support. A second unit on campus had some of its staff attend the teleconference.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

The unit which asked to have the teleconference received did hold a small informal discussion following the teleconference, but they did not have a large program--in part because of the time factor. The teleconference itself didn't end until 6:15 p.m. Cookies and coffee were served at the teleconference--but if they went too much past 6:15 they would have had to look at serving something more substantial for people to eat. Had the teleconference been two hours earlier, then they could have organized something more formal. On the other hand, they don't do teacher training--they don't have education faculty who would be likely to lead a local program. Those in attendance were interested primarily in receiving instruction from the teleconference to help them with the reading instruction which they do.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

About 25 people viewed the teleconference. A little disappointed that the program didn't have more direct applicability to adult reading instruction, which was the interest of most of the internal staff who attended the program.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

"Some of the originating institutions have done a good job, and yet a teleconference hasn't worked. But that might have as much to do with us as with them."

It might be helpful for an originator to send a questionnaire to each of the receiving sites in advance of a teleconference to try to find out who the audience will be--so that, as far as possible, the teleconference can be planned (or at least modified) based on the characteristics of the audience. With this information, maybe at least the examples cited in the teleconference could reflect the interests of the audience.

Once an originator knows what sites are signed up for a teleconference, then there needs to be a great deal of information supplied to the sites about the content and the presenter. Maybe the presenter could suggest to sites, based on what s/he knows s/he is going to do in the teleconference, what kinds of local activities would make the subject

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more relevant/more interesting to participants. Maybe the presenter could even draw up some notes for planning purposes at the site or for distribution to participants.

SUGGESTIONS FOR LOCAL SITES

She feels they could increase their attendance if they could improve their marketing (and other units on her campus are responsible for this). Her institution is in the process of disassembling their continuing education college--and folding its operations into each of the other colleges on the campus. So as this process has been going along, the marketing of programs has sometimes been neglected.

An advantage to institutions of teleconferences is that--if the teleconferences are worthwhile--they come ready-made and can then be run with and marketed, and the cost of receiving them is generally far less than it would cost you to put a program together at the local level "from scratch." The savings is more than one of money too--it's one of time. An individual can market several teleconferences in the time that it would take to develop/organize "from scratch" one local program.

FEASIBILITY/VALUE OF ADVANCE READINGS

"For anything instructional, advance materials to read would be a great idea." The benefit would be that participants would not spend time having the presenter in effect read to them--the discussion would be more interesting and advanced if people did reading in advance. Informational telecourses--or teleconferences--might not require advance reading--the teleconference would only be imparting information. But an instructional program would be helped by prior reading. It depends --it's content-motivated.

FEASIBILITY/VALUE OF HAND-OUTS

She thinks that hand-out materials are important to teleconferences--just as they are to live presentations. They are especially important if there are extensive visual displays on the screen; with hand-out materials, participants can have a copy of these visuals to take home with them. They can also then make their notes right on their own copies of these graphics. It also is helpful to have outlines of the content supplied by the presenters so participants can take their notes on the outline itself.

Her biggest criticism of the hand-out materials which they receive is that they are not put together well. They are not particularly organized. Instructionally they are not put together in a readable packet. They are sort of a mish-mash of hand-outs. Having had to put together

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hand-out materials herself, she certainly understands how this happens. But it isn't the best instruction. It would be good to get all the speaker's materials in advance and have an instructional designer put them into a package with connecting kinds of comments--things that would help the flow and the organization of them.

FEASIBILITY/VALUE OF INTERACTION

People really like being able to call, but she questions how valuable it actually is. Whether the content transmitted during the question-and-answer session is valuable depends on the degree to which the calls are screened and the way the moderator handles them. Interaction is a problem with "live" (face-to-face) programs too, and she has had to "plant" questions in even live programs to ensure that good questions get asked.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

She believes that in general they have not been real successful with wraparound programming, although they have had some that have been interesting. The time factor is a problem. Since her institution is on the East coast, the teleconferences usually end there relatively late.

She does think that a mistake that is often made in the local programming is to have it be identical to what was done in the national program--having another panel, having even more people "talk" at you. It can especially be a problem if you consider that if you have a good teleconference, then the people on the national program should have been a lot better ("the" national experts) than anyone you could get at the local level. Her institution has tried having the wraparound programming be something very different from what you could get on the national program--e.g., they followed an "artificial intelligence" teleconference with a tour of their AI laboratories. But generally, another one-hour panel on top of a five- or six-hour teleconference panel is just too much.

Also, she pointed out that they have been very successful with most of their teleconferences--drawing 50, 60, 70 people in an auditorium. And this setting--and the numbers of people--don't lend themselves to a real good "discussion" at the local level. If the cost of teleconferences could come down, then you might be able to do a teleconference for a restricted enrollment--and have the group small enough to be able to do some interesting things with them in the follow-up.

She is also not sure how interactive people expect these things to be. She thinks we too much have the idea that we have to try to overcome the problem of the media. She thinks, however, that we ought to look

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at its strength. "The fact of the matter is, if I go to see a big-name speaker at a conference, I'm not going to be able to ask the person a question. In most cases there's 400 people in a room. And I probably won't get my question asked." She believes that to a certain extent the potential for interaction is more hypothetical or theoretical than real on a teleconference--but that's OK because it's this way with any big conference.

She believes an advantage of transmitting the program live (rather than relying on videotapes, for example) is in the case where you have a topic that is very timely and you don't have the time or the money to put in to an extended taped program. You are not going to just tape a person talking, but you can present this live because people's expectations of what it is are different. And people get brought together at the same time for the same purpose. It's like a course in a college--everything you need in order to master the content of a course is probably in the library and you can do it on your own. But a course is offered and people register for it because someone has taken the time to organize it for you, and help synthesize it for you, and the situation helps to give you the motivation to come every Tuesday and Thursday to get it. As costs come down and the viewing audience for a teleconference can be smaller (and still recover costs), then small group discussion and interaction might be possible. But in general, if what you are looking for is a small group discussion, then there's no reason to have a teleconference. Teleconferencing is too expensive at this point for some things. It is an efficient point-to-multipoint distribution system, and it should be used for distributing information that you can't get out as quickly or sufficiently in any other way. "If people want an intimate discussion, then they choose the wrong delivery system [if they choose teleconferencing]."

A follow-up discussion at a local site would be the opportunity to take the information on the national broadcast and discuss it further--apply it to your own situation. But then you need a commitment of a person at the local site who knows the content and can assume responsibility for organizing a discussion--or even a local program--about it (and this can be an unanticipated yet significant expenditure of human resources). And you would have to have good information in advance on what would be covered in the national broadcast so the local person could plan effectively for what he or she would do.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-5 UNIVERSITY, OUT-OF-STATE (Central Time)

TELECONFERENCES SUBSCRIBED TO: Apr. 8

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 35 minutes

TITLE OF INTERVIEWEE: Associate Dean of Academic Services

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
His unit provides technical support and he does some visiting with department heads to try to interest them in the opportunities. In this sense he does internal marketing. He has seen portions of about half-a-dozen teleconferences.

EXPERIENCE WITH VIDEOCONFERENCING
During the last 12 months, they have received approximately 20 teleconferences which they have utilized primarily for on-campus constituencies, although they have begun to market some to off-campus groups (e.g., management and sales-oriented teleconferences). The external marketing is done by their Continuing Education Department. But his unit does any internal marketing of programs which they have committed to pick up.

USE OF STAFF DEVELOPMENT TELECONFERENCES
It was used for internal development. His unit paid the costs of receiving it--there is money budgeted for internal development and this was paid for by his unit much as they would pay for purchase of films or videotapes. He had given the announcement to the chairperson of the teacher education department--and this person made the judgement on which of the teleconferences would be of interest to his faculty.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
The appropriate chairperson is in the reading area and he was quite supportive of it and wanted to pick it up. The chairperson then encouraged faculty to attend it.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
None.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
The faculty were quite pleased with it. He heard some good comments

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about it afterwards. Only faculty--no students--attended. He doesn't know how many people attended--he believes it was about a dozen.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

He thinks you need to have a reasonable level of sophistication of the production. You need to use some visual elements, written materials to reinforce. But he sees teleconferencing primarily as a means of bringing the experts to people who might not otherwise have access to them.

Topics should be mainstream and powerful--and ones that have strong experts. Originators should provide more and stronger information up-front--written information with descriptions of the topic that can be used to promote the teleconferences.

Passion for Excellence was a teleconference which worked very well--they had lots of people, from business executives to Ph.D.'s in English. "It was extremely well attended and extremely well appreciated." The substance--even though what Tom Peters is selling is not terribly academic or scholarly--works. It gets people's attention, and they go away feeling like they've been motivated or they have something of substance. He feels this kind of teleconference is the most powerful kind to do. (Yet his College of Business was not interested in participating in this--they were "too busy with traditional chalkboard kinds of activities, teaching their accounting classes, and those kinds of things, to get involved with anything that seems different or innovative.")

The strong topics sell themselves--they can find a way to get them utilized. Other topics just go by the boards--either because they aren't focused well, or they simply aren't mainstream enough in terms of what his people are doing.

SUGGESTIONS FOR LOCAL SITES

Promotion is the biggest item. It's simple to use the technology.

FEASIBILITY/VALUE OF ADVANCE READINGS

Not sure advance readings would be feasible for teleconferences that enrolled external groups. Might be good for internal staff development programs.

FEASIBILITY/VALUE OF HAND-OUTS

He thinks that generally there have not been enough hand-out materials. When there are hand-out materials, they at least provide some more cer-

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tainty for the person who is coordinating the teleconference--rather than just walking in blind and viewing whatever comes down the pike. It's useful in selling the teleconferences, in encouraging people to use them--if you have fairly detailed outlines of the programs.

He needs a good solid outline of the content of the teleconference to persuade departments to utilize it and to help the site coordinator. And then good hand-out materials for the participants--they like to leave with something tangible--especially external business people who pay $60-75 or more to participate in a teleconference.

FEASIBILITY/VALUE OF INTERACTION

There doesn't need to be an awful lot of time for phone-in, but he believes the presence of it provides an affective element that is important to the teleconference. Whether you use that capability or not, the knowledge that you are plugged in and have the opportunity to respond is an important element. But certainly it is not practical for nation-wide teleconferences to have an awful lot of interaction. Obviously if you have 50-100 sites, you're not going to be able to respond to a lot of questions. But he thinks it works the same as it does in a classroom situation: the people who do ask the questions--and they're screened obviously as they come back to most teleconferences--that provides a vicarious experience for the people who are thinking of questions but don't ask them. He thinks it provides an important element but it certainly could be overdone.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

It is difficult to get organized--you have to have a good local coordinator. They have used a local panel once.

It works if you have a good local coordinator and that coordinator has been fed good, solid information. If he or she hasn't, then it could be an embarrassment.

OTHER RELEVANT COMMENTS

He believes that most people--himself included--come into a teleconference expecting to see a good, solid, structured presentation with very credible figures--people who are authorities in the field, reasonably good visualization of the material. He would rather see this than a lot of time spent putting people on the air with questions.

He said he is probably oversimplifying this--but he thinks that the videocassette recorder has revolutionized faculty utilization of video --and this has seeped over into an interest in teleconferencing.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-6 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA
(Central Time)

TELECONFERENCES SUBSCRIBED TO: Mar. 4

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 12 minutes

TITLE OF INTERVIEWEE: Director of Guidance

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

She is responsible in part for services to the public schools which send students to attend vocational-technical classes at this facility --acting as liaison between the vo-tech school and the feeder schools. She worked this past year on trying to establish a consortium of these feeder public schools in order to subscribe collectively to the "High School Enrichment" teleconferences being broadcast by the OSU College of Arts and Sciences. However, they did not get their consortium going in time to subscribe to this year's "Enrichment" series.

She did not become aware of the OSU staff development series until mid-year, and at that point it seemed to her that it was feasible to try to take only the March 4th one, which was directly relevant as staff development for this institution's own staff. They are interested in staff development teleconferences for next year--and possibly offering them to the public schools in their area.

EXPERIENCE WITH VIDEOCONFERENCING

She has coordinated five other public school teleconferences--that were offered free-of-charge by OSU--and she made those available to the public schools in the area. One of these--on "Problem Solving in Mathematics"--was broadcast during after-school hours, and about 20 educators from local schools attended. The other four teleconferences--on the "Education of Young Children with Handicaps"--were broadcast in mid-morning, and only a few special education administrators attended these--for the most part schools were most interested in just having the vo-tech facility tape-record these four teleconferences for later viewing at a more convenient time.

In addition, the Adult Education department of her facility has received quite a few teleconferences related to business and industry--but she is not directly involved in coordinating those.

USE OF STAFF DEVELOPMENT TELECONFERENCES

Used the March 4th teleconference primarily for internal staff development. She thinks there might be some use down-the-road for the video-

INSTITUTION: A-6 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

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tape of the program.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Sent memo to their own faculty and also invited faculty of the local junior college (but none of the junior college people came).

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
15 minutes or so of informal discussion--but not really organized in advance or structured.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
About 40 people from their own institution attended--the better part of their faculty. The evaluations were all favorable; the people felt that good information was presented and that the production was good.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS
She felt that advance readings might help to make learning more effective. She would like to see more descriptive information on the content of teleconferences--that she could then mail out to people who have inquired or who are planning to attend a teleconference, so they would have a better idea of exactly what the program is focusing on.

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION
She has noted some reluctance on the part of her people to call in. She does think originators need to screen questions that come in--so only appropriate and good ones get on the air.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING
They would like to organize discussions following the teleconferences they receive--if they have someone with expertise in the particular area.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-7 UNIVERSITY, TECHNICAL BRANCH CAMPUS, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Mar. 4

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 15 minutes

TITLE OF INTERVIEWEE: Assistant Director for Instruction

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
He coordinates the teleconferences and has seen about six in the last year.

EXPERIENCE WITH VIDEOCONFERENCING
They have received three within the past six months. They anticipate receiving many more in the future.

USE OF STAFF DEVELOPMENT TELECONFERENCES
Took the March 4th program for the staff development of their own faculty. Did not become aware of this teleconference--or the others in the series--until the last minute, just before March 4th. Might have liked to have taken all of the series and made them available to the local public schools, but at the time that the series was apparently first announced, they did not have a regular system in place for the channeling of these kinds of announcements to the appropriate persons.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
There was an announcement made to their staff of the availability of the teleconference.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
No local program or discussion. But they always try to have someone present to formally greet people and introduce the program--so it involves something more structured than just having people wander in and turn on the TV set and watch.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
Six people attended. They did not tape the teleconference because their equipment malfunctioned.

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SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Videotapes prepared in advance--and edited and organized for effective impact--have really made the teleconferences that have utilized them. Several teleconferences have included footage that was shot all over the country--in an attempt to capture on tape the best and most relevant examples of what it was that was being talked about on the teleconference. These teleconferences have been very effective. Teleconferences which have used the whole time to merely present a lecture have not been well received--with participants saying: "If I had wanted to go to a class, I'd have gone to a class."

SUGGESTIONS FOR LOCAL SITES

Try to plan some kind of local program.

FEASIBILITY/VALUE OF ADVANCE READINGS

He thinks this would be feasible and he estimates that about 60% will come prepared. His institution is trying this for some classes for the next semester--then when the people come to the classes the instructor will assume that they have read the material and use it as the basis for a discussion, rather than having to lecture to the group to present them with the basic information.

FEASIBILITY/VALUE OF HAND-OUTS

An outline format seems to work the best--with the content outlined with space for the participants to take notes. Service America was a teleconference that used this kind of hand-out and he heard very positive reactions to this from the participants at his site.

FEASIBILITY/VALUE OF INTERACTION

His people have not been reluctant to call in, but they have been disappointed when they have not been able to get through--which has often been the case. Once he let the phone ring for 45 minutes, and they never did get in at all.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

They have used local programming to complement four of their teleconferences. It worked about half the time. In one instance, they did not have sufficient information from the originating institution about the content and the appropriate audience for a teleconference, so they ended up with an audience that assumed the focus of the teleconference would be different from what it turned out to be. However, the institution had planned a local wraparound program featuring experts talking

INSTITUTION: A-7 UNIVERSITY, TECHNICAL BRANCH CAMPUS, OKLAHOMA

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about the subject from the perspective which the audience was interested in--so the local wraparound programming saved the day.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-8 UNIVERSITY, TECHNICAL BRANCH CAMPUS, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Apr. 8

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 4 minutes

TITLE OF INTERVIEWEE: Coordinator, Learning Resources Center

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
He is a production-type person, not a technician. As Coordinator for the Learning Resources Center he secures materials to meet faculty and student needs.

EXPERIENCE WITH VIDEOCONFERENCING
They have had their dish for 3-4 years, but only recently dedicated a good facility for the viewing of teleconferences. They are just now really getting into teleconferencing, and have no real experience to date to draw on.

USE OF STAFF DEVELOPMENT TELECONFERENCES
A person on staff asked him to videotape this particular program for the person's own benefit.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

SUGGESTIONS FOR ORIGINATING INSTITUTIONS
Teleconferences seem too long sometimes. There needs to be a variety of formats. And speakers need to have "the performer" in them. They need to be dynamic presenters.

SUGGESTIONS FOR LOCAL SITES

INSTITUTION: A-8 UNIVERSITY, TECHNICAL BRANCH CAMPUS, OKLAHOMA

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FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: A-9 STATE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION (Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Non-Public-School Staff Development (Category A)

LENGTH OF INTERVIEW: 35 minutes

TITLE OF INTERVIEWEE: Coordinator, Human Resource Development

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

She generally watches all of the teleconferences which are received by her agency. She coordinates the dissemination of information to interested persons within her own facility and to area vocational-technical schools which are part of the state system of vocational-technical education.

EXPERIENCE WITH VIDEOCONFERENCING

They have received approximately 10 teleconferences in the last 12 months at the headquarters for this state-wide agency.

USE OF STAFF DEVELOPMENT TELECONFERENCES

Sometimes they receive teleconferences in order to be aware of programs which their schools out in the field are picking up. The staff development teleconferences were received in part to be aware of programs that their schools were receiving and in part to serve the needs of people within this particular central facility--e.g., curriculum consultants.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

She informed the people within this facility by memo, by a weekly update which is distributed, and by posting a notice on bulletin boards. Also, as a general rule, this kind of dissemination is followed up on by a personal call or a personal visit when a program would be of particular interest to certain staff within the state department. Then these staff people will usually get information out to the appropriate people across the state to make them aware of the opportunity.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

They always try to have a local discussion following a teleconference in terms of: "What are the implications for us?"

INSTITUTION: A-9 STATE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

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SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

She does not know how many people might have watched the staff development series live. They did videotape the programs, and she has the copies available to lend to interested people.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

She believes that we are spoiled by the professional TV that we see every day. To be effective with teleconferencing, we have to strive for the same perfection as there is on commercial TV. We may not achieve it--but we have to be aiming for it. And we need to start by providing some training for the people who are going to appear on camera and who are going to design the teleconference programs.

Presenters should be asked not to read a paper--sometimes we haven't ever been able to see their eyeballs. Sometimes when there is an audience in the studio, the presenters look only at the studio audience. They need to look at both the camera--so the participants at the sites feel they are being addressed--and the studio audience.

If a panel is used, make sure that what the panel has to say is relevant. Don't just use a panel for the sake of using a panel. Let them make some prepared remarks and not just react.

SUGGESTIONS FOR LOCAL SITES

She believes we have to complement the "high tech" with "high touch." We can't forget that we are dealing with people. We should provide all the little amenities for making those people comfortable--looking out for the physical arrangement of the room, the lights, the temperature, the comfort level--talking with people, making sure that you have someone there who is a host as well as a moderator (and maybe they should be two different people). Have your coffee and your refreshments--all the things that you would do for a regular conference. She thinks these things are important to making people feel welcome--and they will go a long way perhaps to overcoming even a bad program--which might not make sense, but they will.

Do something early on to lighten the atmosphere. Get them there in plenty of time so that you can start something as a matter of introduction--of either the people, or the topic, or the implications of the topic for the local audience, or what they should be looking for as they participate in the teleconference.

Make sure there are local hand-outs and an agenda. And when you can, it's important that you send an agenda out ahead of time to people who are signing up.

INSTITUTION: A-9 STATE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

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Advertise the teleconference like you would any other program. Don't emphasize that it will be delivered via satellite--it just happens to be delivered this way. Don't advertise it as a satellite teleconference or a video teleconference; advertise it as a Small Business Advertising seminar. She thinks this is a key.

FEASIBILITY/VALUE OF ADVANCE READINGS

Advance readings would work only if a special effort was made to draw the attention of the participants to the fact that it was important that those things be read prior to coming--and then you might get half of them who would read the material. Most people are so busy. But it depends on the content and the nature of the program. If it's something with a highly technical content and you are going to have a very technical audience in there, and they're going to be really interested in the topic, then she thinks they are going to read it. But she believes it would need to be kept to a minimum and be made very appropriate to the topic--and not just be a lot of words.

FEASIBILITY/VALUE OF HAND-OUTS

Hand-outs are effective. It is difficult to watch and take notes at the same time, and hand-out materials which summarize the content of the teleconference can substitute for a lot of the note-taking which a participant might normally do when there are no hand-out materials. There should be an agenda which shows the timeframe so people can look ahead to see when the breaks will be--so they don't feel like they have to get up in the middle of something and miss it.

An outline of the content of the program, on which people could take notes, can be effective. If there's going to be a lot of material shown on screen (similar to what would be shown in a conventional workshop on transparencies), but it can't be left up on the screen long enough for people to copy it and take notes, then it would be very helpful to include that information in a hand-out. And when she has seen it done as part of a teleconference, it has been very much appreciated by the participants.

She also cautioned, however, that people shouldn't be overloaded with hand-outs.

FEASIBILITY/VALUE OF INTERACTION

There are times when the question-and-answer period is not effective--especially if the speaker seems to be avoiding giving an answer and appears to not be able to respond. However, it also can be quite effective. She cited the Retrain America teleconference which they received

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recently, where the question-and-answer period was great--and she had thought that because the teleconference was four hours long that the people might want to get up and leave, but they said that "this is getting really good and it is is getting into some things that we want to hear."

It depends upon the presenters, the content, and how interested the people in the audience are in the topic. The question-and-answer period can really get down to some nitty-gritty how-to's in some cases. In other cases it can address some philosophical kinds of questions. But people do like for some reason to have the opportunity to interact and to ask the questions.

If the audience has questions as the teleconference is going along, she thinks it's better to get them out at the point of interest--just as it is good to do this during a regular conference. If you go on to another topic before taking questions, you can find that when you finally get to the questions, some of them will be very much removed from the focus of discussion at that point. She thinks the format of throwing in a question or two every so often is good--if they are appropriate and if the presenter doesn't plan to cover the point at another time. She doesn't think it's appropriate for a question to come in and be read, and then the presenter says he's going to answer it later. She thinks that's not a good use of time. The presenter should just go on and answer it later--and not bother to read it at that point.

The more people feel they are involved, the better it will be. Anytime you can get your people to talking, instead of sitting and listening for two hours or four hours, you are going to be more effective. She said that anytime she designs a regular conference or workshop, she plans a way to give everyone a chance early on--within the first two hours of an all-day conference, for example--to speak, whether it's done by breaking them into small groups or by discussion, or whatever --so everyone isn't just sitting there bursting at the seams wanting to say something. And she thinks that if you can build that in to teleconferencing, it's going to make it much more effective as a training tool. She said that she realizes that satellite time is expensive and sometimes it's not cost effective to do it this way right now, but in time, as the cost of satellite time comes down, we might want to consider doing something like that.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

At some point the audience needs to be interactive--whether it's with each other or with the teleconference itself. And there needs to be time either in the middle or at the end for the audience interaction with each other--in order to make the whole thing effective. You don't

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just walk in and watch something for four hours. The workshop-type of teleconference, where people seem to be involved more, is probably more effective. If it's going to be simply a conference--or listening to someone speak--then it has to be for a shorter time period.

She thinks local wraparound programming is good. A lot of good public relations can come out of using local people as experts for the wrap-around. Moreover, the content of the teleconference can be enhanced by the local dimension--even if it's only a discussion that examines: "What is this really saying to us?"

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: B-1 PUBLIC SCHOOL CONSORTIUM, OUT-OF-STATE (Eastern Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Public School (Category B)

LENGTH OF INTERVIEW: 50 minutes

TITLE OF INTERVIEWEE: Director, Systems Development and Telecommunications

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

Administrator. Receives information on teleconferences and directs it to appropriate staff. Engaged in 18-month systematic attempt to evaluate teleconferencing and its potential/limitations for instruction. He is searching for an evaluation model which will answer the question: Is the medium of teleconferencing a worthwhile activity for us to pursue? He is trying to "get a handle" on the medium, separating out the content (since you can get really bad teleconferences because of content/format/presenter). He has a 50% return rate on the evaluations he has distributed to teleconference participants (for a total of 700-800 evaluations processed). The consensus is very, very positive with regard to the medium; the results are mixed on the content of individual teleconferences.

EXPERIENCE WITH VIDEOCONFERENCING

This receive site is a regional education service agency for 28 school districts which employ 20,000 people. The agency currently provides 16,000 hours of staff development training each year through conventional means--bringing teachers in to this central facility and instructing via a workshop, seminar, or conference format.

They are interested in using satellite programming, and in the past 18 months they have received about 30 teleconferences which have enrolled approximately 1,500 people. Most of these teleconferences have been "direct instruction"--several hours long and utilizing a textbook--versus shorter programming like the OSU series. They have themselves broadcast three state-wide non-credit teleconferences and want to do more of their staff development over their cable network.

By January, 1987, 200 of the 434 school buildings which they serve will be hard-wired and tied in to their cable system. They plan to establish a department within their facility to operationalize what they are doing; the department will be responsible for brokering teleconferences, developing budgets, working with moderators, and coordinating the overall activity. Their three-year goal calls for them to be up-

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linking their staff development programming to a satellite by 1989-90.

USE OF STAFF DEVELOPMENT TELECONFERENCES

The teleconferences were offered free-of-charge to teachers in the 28 school districts served by this regional center. There was a pre-registration involved. People came to his facility to participate.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

Appropriate people on his staff were assigned to coordinate, market, and develop the topic for the teleconferences which fell within their subject matter expertise. For example, three reading specialists coordinated, marketed, and developed the topic for the April 8th "Reading Instruction" teleconference.

He sent a brochure describing the series as a whole to 6,000 people in the 28 school districts during the first week of school. One month before each teleconference, materials about that teleconference were sent to particular people within the school districts who should have been interested in the teleconference topic (e.g., reading specialists). Then 4-5 days before the teleconference, contact was made one-on-one with likely audience members--in many cases actually calling people up. He believes aggressive marketing--internal promotion--is very important to your success in utilizing teleconferences (or any programming).

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

Because the schools are located in the Eastern time zone, the timing of the programs was awkward for them. A 4:45 p.m. Eastern Time start meant that he didn't have to pay for substitutes in order for the teachers to attend, but he absolutely had to feed them in some way. He had the registration begin 30 minutes before the broadcast, and announced that during this time crackers, cheese, fruit, snacks, soft drinks, coffee, etc. would be served. During the 5-10 minutes immediately preceding the broadcast, the participants were welcomed and oriented to the teleconference.

Each teleconference was complemented with a 45-minute local program which immediately followed the national broadcast. The local program began with at least three people taking 5 minutes each to react to the national program--and usually relating what was discussed on the national program to what is happening within their districts. The panel members were drawn from the cooperating school districts and the panel moderator would be a member of this regional service center. The panel reaction was followed by local discussion.

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After the "Early Education" teleconference (Nov. 19), he had to kick 182 people out of the facility at 8:30 p.m. so the janitors could clean. The people hadn't wanted to leave because "the afterglow dialogue" got so good.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

They had only 25 people for the first teleconference because it was so early in the school year. But across all five teleconferences, they had a total of between 360-380 people. He has had requests to use the videotapes to stimulate a discussion on a particular topic in a local school building. He believes the videotaping rights are important. His own staff (which numbers 120 and includes 75 people at the Ph.D. level) thought, on first impression, that the teleconferences were "delivering at a lower level than they would like to see"--and it has inspired them to want to develop their own teleconferences.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Would like to see more demonstration tapes and practical teleconferences. More show--less tell. More visual stimuli in a classroom situation.

He drew a distinction between "philosophical" or "theoretical" teleconferences on the one hand, and "practical" teleconferences on the other. He believes "theoretical" teleconferences would work better as forums -- to allow the opportunity for more comment. But even then, the bulk of the featured presenter's contribution should be in the form of a dialogue rather than a formal presentation. A debate would work well and be very beneficial for a lot of topics.

A more "practical" teleconference might demonstrate classroom techniques. For this kind of teleconference, access to the presenters on the teleconference for some period of time afterwards (e.g., the ability to call them) might be valuable. One could try out a technique demonstrated, and then call the presenter to report problems/difficulties and otherwise seek advice.

The character generator should be used to present as text on the screen the major points of the discussion--definitions of terms, etc. It is effective and is good pedagogy.

SUGGESTIONS FOR LOCAL SITES

Wraparound programming is very important so people can articulate what it is they have just experienced--or give their point-of-view on it. A panel is the best vehicle to start it. He has tried using just one

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person to sum up but a three-person panel allows different perspectives --and not just one--to be presented. He mentioned that a drawback to a lot of the national programming is that it features just one perspective--rather than several. At least in the local wraparound this weakness can be corrected.

FEASIBILITY/VALUE OF ADVANCE READINGS

Not very valuable. People won't read them. For all the effort you might put in to it, you wouldn't get the value--at least not for readings in advance. But hand-outs on the day of the teleconference are important.

FEASIBILITY/VALUE OF HAND-OUTS

These are extremely valuable. Outlines for note-taking are very valuable, where the content of the teleconference is presented in broad outline form with space for people to take notes. Participants will often start to look over these outlines during the 30 minutes before the teleconference begins, and from this advance organizer of the content they start to form their own expectations of what will follow. It stimulates their interest and starts to organize the content for them. You have to remember that your participants will represent a normal distribution of ability, motivation, etc., and you have to plan/design your teleconferences and teach to a normal--not an abnormal--distribution.

FEASIBILITY/VALUE OF INTERACTION

One hour of teleconference material to 30 minutes of interaction is about right and is plenty of time for interaction. He suggests that questions be taken at logical points during a teleconference (rather than just at the end)--e.g., as a topic reaches closure, the opportunity for questions should be presented then, so that people don't have to save their questions until later, when the discussion will have moved off from the point they wanted to address. He suggests trying to go off the air for 30 minutes during the broadcast to allow for local discussion and then come back for the called in questions-and-answers.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

The local wraparound was the best thing they did. His people thought they were themselves very competent to handle a topic--and in many ways more "advanced" in their understanding and experience of certain issues (e.g., state-mandated student testing) than the national presenters or what is happening on the national scene. The local expertise was significant and more directly relevant to the experience of the local par-

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ticipants.

OTHER RELEVANT COMMENTS

There are intangible or subtle benefits to the reception of national teleconferences. They offer regional audiences an opportunity to measure what they are doing (their understanding, experience, thinking on an issue) in comparison to what is discussed on the national program. It can be an opportunity to evaluate yourself--it gives you a benchmark to compare yourself against. This is not present when you use your own people to present your own program. The national broadcast in this case can be a stimulator of relevant discussion at the local level that might not have been stimulated in just the same way if you had instead used only local people to present a conference or seminar or workshop.

You should make the technology transparent to the end user. You control the value of it by the content you choose to focus on and by how you format it. The technology should be transparent.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: B-2 PUBLIC SCHOOL CONSORTIUM, OUT-OF-STATE (Central Time)

TELECONFERENCES SUBSCRIBED TO: Nov. 19, Feb. 13, Apr. 8

CLASSIFICATION: Public School (Category B)

LENGTH OF INTERVIEW: 20 minutes

TITLE OF INTERVIEWEE: Technology Coordinator

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

He received the announcement and passed it on to see if the cooperating school districts would be interested in picking up any of the teleconferences. He thinks that for the future there needs to be more done than simply announcing that they are available. And there is not necessarily a logical person--or a willing person--to do this if he--or his unit--doesn't voluntarily assume this responsibility.

EXPERIENCE WITH VIDEOCONFERENCING

Seven school districts are joined together in this cable cooperative. A microwave system joins them physically and a central staff, jointly funded by the cooperating schools, provides the technical coordination. Most of what they do is two-way video and audio teaching of classes among the cooperating districts; they also use the system to conduct meetings among staff of the districts. The system is not regularly used for the delivery of formal inservice programming. The staff development teleconferences which they picked up from OSU were their first use of satellite teleconferencing.

USE OF STAFF DEVELOPMENT TELECONFERENCES

They felt the OSU staff development teleconferences represented a low-cost alternative to inservice by the fact that they could take some nationally known people and put them on the air and get them to all seven of their cooperating districts without the teachers having to leave their own buildings. Each school district was assessed a fee to cover the cost of the teleconferences.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

The teleconferences were simply announced in the districts. He did not know in advance who would be coming.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

No local programming or discussion. In the future, he would like to

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try this. This was their first experience with teleconferencing and using it on their system.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

From 6-20 people participated in each teleconference, depending on the topic. Those who attended found them very valuable for the information which they presented. They did videotape the teleconferences, but he doesn't know whether they will use the videotapes.

The participants at his site could fill out the relevant forms to receive inservice credit through the regular channels for participating in the teleconferences.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

The information that was presented on these teleconferences was very good and valuable. But most of his participants thought the teleconferences were very dry. He thinks the teleconferences could be more entertaining--though he knows this is not generally a good word to use in education. It didn't seem like many of the speakers "demanded attention." He realizes that the speakers were probably restricted in their ability to move around. But the overriding comment he heard from his people was that the teleconferences were too dry. They need to be "livened up" a bit.

SUGGESTIONS FOR LOCAL SITES

More active promotion and planning/coordination of how to use them.

FEASIBILITY/VALUE OF ADVANCE READINGS

With the way they used the teleconferences this year, advance readings would not work. But he thinks they learned things from having gone through it once--and he hopes they will continue to learn things as they pick up programming in the future. One thing he has learned already is that the school districts themselves need to make a bigger commitment to teleconferencing to make it work. This past year the districts thought in terms of "Gee, this is a neat technology"--but they were perhaps more concerned with the technology than they were with the content. And he believes that this kind of teleconference has to be made into an inservice program by the receiving school. The teleconferences this year were optional in each of the districts because they were experimental and that was the way they intended them to be viewed. But he thinks now that it would benefit the schools if they would make them part of their regular inservice--build them in and make them mandatory, not voluntary. He believes that if they are only vol-

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untary, then there would be little response to a request that people read material in advance.

FEASIBILITY/VALUE OF HAND-OUTS

He believes the hand-out materials which accompanied the staff development teleconferences were effective--especially the diagrams which accompanied the "Reading" teleconference and which duplicated the diagrams which were shown on screen. On the other hand, some of the teleconferences did not have any content hand-outs, but they seemed not to require them.

FEASIBILITY/VALUE OF INTERACTION

There were times that he thought the interaction that began as a result of some phoned-in questions was excellent. There were other times when the speakers were so good that he would have preferred that they be allowed to go on rather than be interrupted.

At times it appeared there was a lack of questions phoned in--and the people on camera had to make up their own questions to keep things going.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

He thinks that maybe a local re-hashing of the issues is necessary to bring the points home. He thinks a workshop-type teleconference would be very effective, but it would take a commitment on the part of the schools to provide someone to work on it--to plan and coordinate it well at the local site. He thinks the workshop-type teleconference would be best delivered on a day reserved for inservice--and not at the end of the school day. And he believes that they could free up their system for the broadcast of the national portion of such a teleconference during the regular school day. Moreover, he believes that the schools could free up the day--in the past they have regularly done this, although this past year there was at most one day that they devoted entirely to inservice.

OTHER RELEVANT COMMENTS

He thinks the potential is very good for teacher inservice. But he doesn't know how you can easily coordinate the integration of teleconferences into school district inservice plans when the plans are usually prepared a year in advance. He does think the teleconferences would have to be part of the required inservice to guarantee their utilization.

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They can not afford to bring national experts in, and teleconferencing offers them the possibility to accomplish this at a relatively low cost.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: B-3 PUBLIC SCHOOL, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Feb. 13

CLASSIFICATION: Public School (Category B)

LENGTH OF INTERVIEW: 23 minutes

TITLE OF INTERVIEWEE: Superintendent

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

The contact person for the school turned out to be the media coordinator for the school district, who also teaches Kindergarten and Junior High English. She suggested that the Superintendent would be the most appropriate person for me to interview. The media coordinator, however, is the person who arranges for the technical details of receiving teleconferences; she maintains a list of incoming opportunities; and she works (as she does with regular print and nonprint media) to suggest appropriate uses of the technology for teachers in the school system. The Superintendent makes the decision on what to subscribe to--and is very supportive of the use of teleconferencing to serve rural schools.

EXPERIENCE WITH VIDEOCONFERENCING

This school district (grades K-12) employs 23 professional staff and is in a very isolated section of the state. They currently receive German instruction by satellite and their students receive high school credit for this. They have received 50-60 other teleconferences this past year. They receive a number of publications which list teleconference opportunities and they follow-up on what they learn about in this way. They currently take a number of programs through LEARN ALASKA, and they have participated in the Teacher-in-Space teleconferences. To date, they have always offered the programs--even those they have paid for--free-of-charge to participants.

The school district has also used their satellite dish and facilities to invite in members of the community to view teleconferences of interest to them--veterinary medicine teleconferences and farm-related teleconferences, for example.

USE OF STAFF DEVELOPMENT TELECONFERENCES

The two principals discussed the teleconference opportunities with their teachers and also asked neighboring schools (including ones in a neighboring state) whether they would like to participate.

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COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
They announced them to their teachers (and to neighboring schools). He does think that a receiving site has to commit significant human resources to make teleconferences work. Even when you are just taping things off the satellite (which they do a lot), someone has to keep track of what needs to be taped, someone has to tape it, someone has to announce what is available on tape, etc. A person also has to take some time just to let faculty then know what the content is of some of the taped material and how it might be used in the classroom. And this doesn't begin to touch on the commitment of human resources if you are going to reach out to your community to invite them in or if you are going to plan a local program in connection with a teleconference.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
None for the staff development teleconferences.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
They had approximately 12 people watch the teleconferences live, and they have had teachers--and other schools--borrow their videotapes for later viewing.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS
Stay away from the "talking head." Try to find a person who can really come across well, and try to incorporate a variety of formats.

SUGGESTIONS FOR LOCAL SITES
No response.

FEASIBILITY/VALUE OF ADVANCE READINGS
Self-motivators will read advance materials. Others will not. It might not be wise to rely on people having read the material. He would not design the teleconference to assume a level of knowledge based on people having read the materials distributed in advance.

FEASIBILITY/VALUE OF HAND-OUTS
He has seen some excellent ones--and they have been very effective.

FEASIBILITY/VALUE OF INTERACTION
He doesn't think the interaction per se enhances the learning to a great degree, although the content transmitted as a result of the answers to

INSTITUTION: B-3 PUBLIC SCHOOL, OKLAHOMA

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questions can be good and something that might not have come out otherwise--but this doesn't depend on one individual getting to ask his/her question. They have sometimes had a difficult time getting their calls through. He thinks the screening of questions helps to ensure that the questions are relevant and timely.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

They have used a local program only once--but he feels it can be a real plus. They literally had to shut down the local program--they had run out of time. But it could well have gone on much longer, and it was very good for them.

OTHER RELEVANT COMMENTS

The satellite has really opened up some opportunities for them that they might not otherwise have had--especially because of their isolation and their size.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: B-4 PUBLIC SCHOOL, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Public School (Category B)

LENGTH OF INTERVIEW: 10 minutes

TITLE OF INTERVIEWEE: High School Principal

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
He directly coordinates the German by satellite in which his school participates and unofficially coordinates all of the teleconferencing activity for the district. He has seen either live or on tape quite a bit of the teleconferences they have picked up.

EXPERIENCE WITH VIDEOCONFERENCING
They currently receive German instruction by satellite for their high school students (for credit). They also receive some of the National Diffusion Network teleconferences, although they don't really participate in them. They receive the NDN schedule and they watch some of them. They have also offered some teleconferences to their community --e.g., OSU veterinary medicine teleconferences and a recent one on Small Business Advertising. They have also carried the OSU Alumni Teleconference. Whenever they are aware of a teleconference that they think someone in the community would be interested in, they try to make arrangements to bring it in.

The school district employs 54 professional staff and offers K-12 instruction in a rural, relatively isolated area of the state.

USE OF STAFF DEVELOPMENT TELECONFERENCES
They participated to some degree or another in all of the staff development teleconferences. They announced the series to their teachers and made them available on a voluntary basis.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Announced them as being available. Also videotaped for possible future use.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
Nothing was planned. But some of the teleconferences stimulated some follow-up discussion among those attending.

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SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
3-10 people watched each teleconference live. He believes their staff development plan is perhaps a little too regimented--and perhaps laid out too rigidly too far in advance. So people do not need these teleconferences to meet their staff development points, and they aren't built into the district plan. He thinks the school district might need to be a little more flexible in building staff development teleconferences into options for earning staff development points.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING
They have used a planned local discussion to complement a College Board-sponsored teleconference and it worked extremely well.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: B-5 PUBLIC SCHOOL, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Public School (Category B)

LENGTH OF INTERVIEW: 10 minutes

TITLE OF INTERVIEWEE: Teacher with the School District and Chairperson of the District's Staff Development Committee

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

As chairperson of the staff development committee, she and her committee reviewed the teleconference announcement and made a judgement that the teleconferences would fit their staff development needs. They then wrote into their district's staff development plan (which was submitted to the state) the scheduling of these teleconferences as the major staff development opportunity for their teachers. She watched at least one of the teleconferences.

EXPERIENCE WITH VIDEOCONFERENCING

The school district provides K-12 instruction and employs 132 professional staff. It is a primarily rural school district. The district has subscribed to receive some enrichment (non-credit) programming by satellite for its high school students. She was not aware of what other kinds of things the high school might be receiving--she is concerned only with the staff development programming for the district.

USE OF STAFF DEVELOPMENT TELECONFERENCES

Intended as a major way for their teachers to earn their staff development points.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

The teleconferences were "made available." They were not mandatory. The list of teleconferences was printed on a sheet which was sent to each building. The staff development representative from each building then made an announcement concerning each teleconference several days in advance of its broadcast.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

None.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

Very few people attended. About 8 people attended the first one, and

INSTITUTION: B-5 PUBLIC SCHOOL, OKLAHOMA

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then it dwindled down from there. No one attended the very last one. It was a real disappointment. Teachers could get staff development points for attending these (they were written into the district's staff development plan as the major opportunity provided for teachers), but then a variety of opportunities presented themselves for teachers to use to get their staff development points--and many people chose to earn their points by attending classes at the nearby college. She thinks the late-afternoon broadcast time was probably not very convenient for their teachers.

They videotaped the teleconferences and they are in the process of setting up a library of professional materials which will include these tapes. Teachers will be able to receive staff development points for viewing the tapes.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

The speaker-audience contact is so artificial in the teleconference format that you really have to work to overcome the distance. Her audience members would start talking among themselves about a point that was made--and would then miss the action that was continuing on screen. Inter-audience comments would be not as likely to occur in a live, face-to-face situation.

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: B-6 PUBLIC SCHOOL, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Nov. 19, Apr. 8

CLASSIFICATION: Public School (Category B)

LENGTH OF INTERVIEW: 3 minutes

TITLE OF INTERVIEWEE: Superintendent

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

The person listed as contact turned out to be a secretary with the district who passed on the letter of inquiry regarding this research project to the Superintendent. The Superintendent did not want to schedule an interview to participate in the study--he said that his small district (18 professional staff for grades K-12) receives more than 100 requests each year asking them to participate in research studies. He can not allocate the human resources to comply with these requests. However, he did talk with me for just a little while and the following is the information which I obtained.

EXPERIENCE WITH VIDEOCONFERENCING

They have a satellite dish which was donated to them by a member of the community and they try to use it.

USE OF STAFF DEVELOPMENT TELECONFERENCES

They subscribed to two of the teleconferences because they seemed to fit their staff development needs.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

They had "much less participation than anticipated." He believed it was the time of day as much as anything. They did videotape them and teachers can view the tapes and receive staff development points. He said that they have a fairly comprehensive structure of staff development, so teachers have a variety of ways to earn their staff development points.

INSTITUTION: B-6 PUBLIC SCHOOL, OKLAHOMA

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SUGGESTIONS FOR ORIGINATING INSTITUTIONS

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: B-7 PUBLIC SCHOOL, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Nov. 19, Mar. 4, Apr. 8

CLASSIFICATION: Public School (Category B)

LENGTH OF INTERVIEW: 8 minutes

TITLE OF INTERVIEWEE: Librarian/Media Coordinator and Home Economics Teacher

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
As librarian/media coordinator, she handles the equipment and is the person who is called on to videotape satellite programs.

EXPERIENCE WITH VIDEOCONFERENCING
This school district offers K-12 instruction and employs 27 professional staff. It is located in a relatively isolated, rural section of the state. This is their first year with their satellite dish. They have started to tape some of the National Diffusion Network teleconferences --for later check-out and viewing by individuals. But they haven't started taking teachers out of class to participate in the live broadcasts. They do subscribe to the OSU "German by satellite" credit course for their high school students.

USE OF STAFF DEVELOPMENT TELECONFERENCES
The Superintendent gave her a list of those that they would be receiving.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Did not use them as live teleconferences.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
None--did not participate in them as live teleconferences.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
The librarian taped the teleconferences for later viewing on an individual basis by school personnel who could arrange to check-out a videotape. She posted a note about what was available on tape. Teachers could get staff development points for viewing the teleconferences, but the points would not count towards the required 15 points to be earned each year by teachers--because the district had already built into its schedule some pre-planned activities which would earn teachers the re-

INSTITUTION: B-7 PUBLIC SCHOOL, OKLAHOMA

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quired 15 points.

She did have a reading instructor and a counselor check out tapes.

In addition, the counselor wanted to view the "School Law" teleconference, which they did not subscribe to. But he was able to arrange to borrow another school district's videotape of the teleconference, because this other district had subscribed to all five of the staff development programs.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-1 TECHNICAL INSTITUTE, OUT-OF-STATE (Central Time)

TELECONFERENCES SUBSCRIBED TO: Mar. 4, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 25 minutes

TITLE OF INTERVIEWEE: Coordinator of Instructional Resources

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
Provides technical support and some identification of/marketing to appropriate audience.

EXPERIENCE WITH VIDEOCONFERENCING
Since September, 1985, when they began teleconferencing, the institution has received 24 video teleconferences (over a nine-month period), averaging 21 persons/conference.

USE OF STAFF DEVELOPMENT TELECONFERENCES
He went to the Regional Staff Development Center in his locale, which serves approximately 10-12 school districts in the area (two are urban area districts, one is small-town size, and the rest are rural school districts). The Regional Staff Development Center is charged with the responsibility of planning and offering staff development for the participating districts. The Center is staffed in part by people on loan from the participating school districts--as well as by people on loan from this technical institute, from a university in the area, etc.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Once he formed an alliance with the Regional Staff Development Center, the Center did all of the promotion and the planning in connection with the teleconferences--including the planning of the wraparound programming. "I couldn't have done it without the Regional Center. I don't have the time to market directly to teachers. The Regional Center knows who the potential audience is from their cooperating schools and they handled all of this."

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
A 30-minute segment featuring a panel of local experts (university people as well as Regional Center people) followed each of the teleconferences.

In addition, there was a short program before each teleconference

INSTITUTION: C-1 TECHNICAL INSTITUTE, OUT-OF-STATE

(notes continued -- page 2)

began--outlining why the group was there, what they hoped to accomplish. His facility provided what they normally do for conferences to try to make people comfortable--food, drink, folder, notepaper, pen.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

24 people attended one; 39 people attended the other. The Regional Staff Development Center definitely wants to continue this.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Four-hour teleconferences are too long. Teleconferences need to be well produced and should get away from the talking head. There needs to be a variety of formats used--especially effective are videotaped inserts.

The time devoted to each "segment" should be varied--even if there are just a series of speakers, they should not appear in a predictable pattern of 20 minutes each.

There needs to be a long lead time from when a teleconference is announced--so local sites have adequate opportunity to coordinate and promote it.

SUGGESTIONS FOR LOCAL SITES

He knows that he needs a better facility--chairs, tables, general remodeling--so it is more attractive and comfortable to participants.

FEASIBILITY/VALUE OF ADVANCE READINGS

These could be helpful, but you would have to be able to accommodate the reality of late registrants who would not have had time to read the material (or even to get it). He would be willing to mail out advance readings--but whether they would be read would depend on how extensive they were and how much time it would take.

The idea of having a discussion in advance of the teleconference might work--but often he doesn't really know what is going to be discussed on the teleconference--not in any real detail. There would need to be more descriptive information furnished on the teleconference well in advance of the day so that a local pre-teleconference discussion could be sensibly organized.

FEASIBILITY/VALUE OF HAND-OUTS

His site always makes up its own bibliography of both print and

INSTITUTION: C-1 TECHNICAL INSTITUTE, OUT-OF-STATE

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nonprint materials which are available from their libraries and which deal with the topic of the teleconference.

Teleconferences should also have a written agenda (with a break-down of the time segments) and information on the background of the people appearing on camera (sometimes originators do not furnish even this bare information).

He also always includes material which describes and diagrams what a video satellite conference is (and he is the process of preparing a one-page insert with even more information on this to distribute to all satellite teleconference participants).

Beyond this, it is very useful and valuable to have written materials furnished by the originator--related to the content of the teleconference. He cited the book which was part of the participant package for the Service America teleconference and a book which was furnished for the Small Business Advertising teleconference--"What To Do Before the Ad Man Comes."

FEASIBILITY/VALUE OF INTERACTION

There has been some reluctance at his site to call in questions. He works very hard to get volunteers for this.

He would like to see teleconferences break for 30 minutes to allow local discussion at the sites and then resume the national programming for the call-in period. This would stimulate questions--and participants at sites could perhaps reach consensus on the most important--relevant--questions which they would like to see addressed.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

A local component allows extended dialogue and not just questions-and-answers. It's face-to-face; it's close--all the things the national teleconference can not be. He has used local panels which were just excellent and added a great deal to the participants' satisfaction with the whole of the experience.

OTHER RELEVANT COMMENTS

He would like to see more workshops versus conferences. Follow-along activities or worksheets promote a feeling of involvement and make the experience more like a workshop--which can be very effective.

He would like to see more breaks during the national programming for local discussion or for time to do something concrete at the local

INSTITUTION: C-1 TECHNICAL INSTITUTE, OUT-OF-STATE

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sites and then come back to the national program.

Participants need to feel they are part of what is happening--and a few phoned-in questions from a few sites do not begin to touch on the feeling of being part of something dynamic. There needs to be more involvement with the audience.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-2 UNIVERSITY, OUT-OF-STATE (Pacific Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 30 minutes

TITLE OF INTERVIEWEE: Director of an Off-Campus Center for the University

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

He is starting to get out of the business of coordinating the reception of teleconferences, as he has gotten into the business of originating (broadcasting) teleconferences. With respect to receiving teleconferences, nowadays he is most often involved in the initial decision to pick up a teleconference and then he passes off the coordination to a staff member.

Their major broadcasting effort in 1986-87 will be the production of educational programming for students in grades K-12, teachers in the schools, and specific constituencies in the community. Their initial efforts will be in offering credit coursework for high school students (to serve rural schools)--originating math, science, and language programs and buying some programming from other originators (e.g., OSU's German and Physics high school courses by satellite).

EXPERIENCE WITH VIDEOCONFERENCING

From November, 1983, through May, 1986, they have received 28 teleconferences.

USE OF STAFF DEVELOPMENT TELECONFERENCES

The decision was based upon the recommendation of a number of individuals within his administration and of their School of Learning and Human Development. It was made after consultation with people at the local educational service district in his area (one of nine in this state). The district has responsibility for approximately 66 school districts, and more than 40 of these are classified as rural school districts. The staff development series was viewed as an additional opportunity for inservice and for providing up-to-date information to this group of people. Also, part of the motivation was his institution's desire to expose these people--especially those from the rural schools--to the possibilities of satellite programming.

Four of the programs were received at his institution's facility. One was received at the City Hall Chambers because they wanted to expose

INSTITUTION: C-2 UNIVERSITY, OUT-OF-STATE

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the folks within city government to the possibilities of this delivery system.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

The costs of the teleconferences were shared pretty effectively among the interested agencies. His marketing approach is to form an alliance with appropriate agencies (in this case, the educational service district and individual school districts), and let these agencies make the direct contact with the end audience (in this case, teachers/administrators).

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

There was a local program planned as a follow-up to each teleconference. People were identified as being responsible for each program and then they carried the ball on structuring it. The participants--the schools --selected the people to facilitate the local programming.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

They probably had about 300-350 people total attend the teleconferences. He considers them a success. He just wishes he had more staff and more resources to commit to making people aware that these kinds of things and services are available.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

You have to have sufficient staff dedicated to the communications effort with the local sites--and this is difficult to do when you are understaffed. However, you have to have staff ready to "massage along" the folks at the local sites--ready to answer questions, offer advice, etc. "You have to have the response capability that tells the folks out there that someone is there for them." The sites have to know that if they have a concern, they can pick up the phone and dial and get through to someone ("and not be told that the person who handles that is only here from 10:00 until 2:00").

SUGGESTIONS FOR LOCAL SITES

They try to get the best facilitator for the content that is being delivered on a particular teleconference. And they try to get as much information as they have on the teleconference out to the participants in advance so they are "primed" for the teleconference and the topic.

INSTITUTION: C-2 UNIVERSITY, OUT-OF-STATE

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FEASIBILITY/VALUE OF ADVANCE READINGS

He thinks it is feasible and worthwhile to send advance readings, and feels it might be good for people to see that the teleconference is a serious educational program that makes demands on the participants.

FEASIBILITY/VALUE OF HAND-OUTS

He cited as effective the Educational Microcomputer Software teleconference, which combined hand-out materials specifically prepared by the originating institution which were tied directly to the teleconference (and referenced on it) and other materials which the originating institution had arranged to have sent to sites for display and distribution to participants--i.e., multiple copies of journals furnished by publishers and displayed at each site.

FEASIBILITY/VALUE OF INTERACTION

Screening of questions is critical to making the question-and-answer segment effective. The most knowledgeable people you can get--as far as the content of the teleconference--should be screening the questions. And then you have to have movement on the questions--keep them moving yet try to respond directly to those that are asked.

Participants at the local site really pick up during the question-and-answer segment, and they like to have one of their own questions get through and to hear their site identified on the air.

They keep track of all of the questions which were asked on the air--and they try to see where questions generated at the site, which might not have gotten asked on the air, in fact were answered through a similar question which did get through from some other site and was answered. They categorize their questions and try to estimate how many were in fact responded to--even though they didn't get to ask the question themselves.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

There's always some good people available to help with this who are motivated by the ability to reach more people in a better way or a different way, and they are very helpful.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-3 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA
(Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 22 minutes

TITLE OF INTERVIEWEE: Director of Special Programs

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
She views quite a few of the teleconferences which they bring in. She coordinates those that are received in terms of targeting an audience, marketing to them, developing any local programs, etc. Teleconferencing is only one arena of her activity--also deals with conventional training programs for business and industry, public relations, etc.

EXPERIENCE WITH VIDEOCONFERENCING
Has received approximately 20 teleconferences over the past year to serve a variety of their publics.

USE OF STAFF DEVELOPMENT TELECONFERENCES
She sent information on the staff development teleconferences to the 12 feeder schools which her institution serves. One school district picked up on the opportunity and selected the three particular teleconferences (out of the five in the series) which they subsequently subscribed to. This institution then charged the interested school district a flat rate for reception of the teleconferences--and this school district sent its personnel to the receiving site to attend the programs.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Once the school district agreed to underwrite this institution's costs of receiving the programs, the school district handled all other coordination except the technical/equipment details of downlinking the broadcasts. This institution provided the technical support and the facility. The school district did whatever they wanted as far as internally promoting attendance at the teleconferences. The receiving institution did not know in advance how many--or which individuals--would be attending the programs.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
No local programming planned. The media director and the interviewee

INSTITUTION: C-3 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

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greeted the participants as they arrived and chatted informally before the start of each teleconference. They also explained a little about teleconferencing--and then basically left the participants on their own to watch.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

About 15 people from the school district which subscribed to the teleconferences through this institution attended each program. She feels that schools will continue to be interested in staff development via satellite if the topics are ones they are interested in and if they have reason to expect that the programs will be of high quality.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

She thinks you have to be careful about who you use--they have to be a little familiar with videotaping and they have to be a little bit of an entertainer--otherwise it really comes off flat. The most successful teleconferences she has received are two that each featured one individual--in one case it was Zig Ziglar, and in the other case it was Michael Mescon. In both cases the speakers, who were probably very highly paid, were also very highly effective and dynamic. She had a lot of attendees who were high-level executives with major companies in her institution's service area--and her institution benefitted greatly from having been identified with what was universally perceived by those in attendance as extremely worthwhile programs. These two teleconferences came alive. And they have received other teleconferences which were not perceived as good programs--the attendees may never come back to another teleconference--and the judgement seemed to rest in large part on the dynamics of the speaker. It's hard to make participants respond to a person who is with them only on a TV screen--but some speakers seem to be both dynamic and personal--making the audience feel involved in the moment.

A lot of care has to be given to the materials sent by the originating institution to the local coordinators--because they are the ones that have to get excited about a teleconference first--and see its possibilities--see the local wraparound programming possibilities and the market potential--and get excited enough to invest their energies in it.

SUGGESTIONS FOR LOCAL SITES

It's really important how you treat people when they come on your campus. Hospitality and promoting a feeling on the part of people that they are welcome is very important to their assessment of everything that happens to them.

INSTITUTION: C-3 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

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FEASIBILITY/VALUE OF ADVANCE READINGS

"The more materials that participants get beforehand, the better." A lot of people who attend teleconferences aren't acquainted with what they actually are going to be focusing on--e.g., the teachers who came to the staff development series were probably told by a supervisor that arrangements had been made for them to get staff development hours by attending these teleconferences--and they were not really acquainted beforehand with the topics that would be covered.

She thinks even a couple of hours of advance reading would be feasible and valuable. Also valuable would be advance material to send participants on the background of the presenters--or promotional-type materials that will get them excited about the topic. Advance materials can get them started thinking about the topic beforehand so that they respond more knowledgeably to what they hear on the teleconference.

FEASIBILITY/VALUE OF HAND-OUTS

It's essential to have an agenda of the program as well as information on who the speakers are--where they are and what they do.

FEASIBILITY/VALUE OF INTERACTION

The speakers seem to loosen up more during the questions-and-answers and respond more spontaneously--and in this respect the interactive portion is sometimes better than the rest of the program.

Her participants have not been reluctant to ask questions and they have been excited when one of their questions gets on the air. However, she has always had trouble getting through when she places the calls--busy signals, no answer. And this is frustrating.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

They can be really effective and really contribute to the effectiveness of the experience. They have had informal discussions both before and after some of their teleconferences--and they have worked. What has stopped her from developing more formal wraparound programming is the length of many of the teleconferences--they usually run three hours or more and this really limits the possibilities. Also, she feels she has probably not done enough in trying to see how creative she could be, despite the limitations, in building in wraparound programming to the teleconferences.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-4 HOSPITAL (Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 50 minutes

TITLE OF INTERVIEWEE: Education Instructor

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

Primarily coordination; marketing to internal audiences; others at hospital responsible for marketing to external audiences in the community. He sees almost everything on every teleconference which they receive.

EXPERIENCE WITH VIDEOCONFERENCING

The hospital started in to this two years ago. He has seen "hundreds" of teleconferences during the last two years. This past month they received 10 teleconferences; two years ago they were lucky if they picked up two/month. They pick and choose now among what is available. They used to take everything that they received information on.

USE OF STAFF DEVELOPMENT TELECONFERENCES

One of their goals has been to open up their teleconference facilities to the community. They view their teleconference capability and facilities as a public relations tool for the hospital--not to make a profit off of them but to bring people into the hospital. Until a few months ago, the OSU staff development teleconferences were the only things he had seen that he could use for the community. They intended to offer the staff development teleconferences to public schools in the area.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

At the time that the decision was made to pick up these teleconferences, the hospital had just hired a marketing director (a trend in hospitals these days). The interviewee turned over to the marketing director the task of marketing the staff development series to the public schools. He suggested that the marketing director be aggressive in his approach and make personal contact with the superintendents and explain what teleconferencing was and what this series might do for them. The marketing director did not do this but instead produced a brochure and mailed it to area schools.

The interviewee believes that there is problem with marketing teleconferences through mail-out flyers because the idea of teleconferencing is foreign to people and they have to be educated to it--which takes

INSTITUTION: C-4 HOSPITAL

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personal contact.

The marketing director has since left the hospital and his position will be split among other staff. The interviewee, in cooperation with the hospital's director of community relations, will probably handle external marketing himself in the future.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
They had not planned any local programming--they were merely selling the opportunity to participate in the live teleconferences. They do use local programming, however, to complement other teleconferences which they receive and they will try it if they take the public school teleconferences for next year. He would like to get the schools to agree to host/facilitate the follow-up discussions--and believes this will work to increase attendance as well.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
Had five people attend each teleconference.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS
People have to appear comfortable on camera. They are presumably steeped in their knowledge of the subject. If they appear nervous or uncomfortable--or read on camera--then their authority is undermined with the audience. If they appear comfortable and confident, their credibility with the audience soars.

SUGGESTIONS FOR LOCAL SITES
There is no magic formula. You have to evaluate each teleconference on its own merits--the content, what has worked in the past. And then you try to design a plan to fit. He feels he has continually had to wrestle with it--look at what has worked, reflect on it, try to draw conclusions and see relationships.

FEASIBILITY/VALUE OF ADVANCE READINGS
No response.

FEASIBILITY/VALUE OF HAND-OUTS
"The slicker and the more extensive the materials, the better." And he believes that the extent is more important than the slickness. The American Hospital Association gives a comprehensive hand-out booklet to each participant in its teleconferences. They run 30-80 pages long. There is always a table of contents, program objectives, program

INSTITUTION: C-4 HOSPITAL

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agenda, biographical material on panelists, a program content outline with a great deal of space for note-taking, post-teleconference discussion questions, a resource section with reprints of selected, relevant articles, and a bibliography.

In his review of the evaluations completed by participants who have attended teleconferences, he has observed that the teleconferences with the nicer hand-outs do better--i.e., the quality of the hand-out materials influences the perceptions of the attendees regarding the quality and the usefulness of the teleconference.

Reprints of selected articles and a bibliography extend the usefulness of the teleconference into the future. Their value may not be perceived by the participants on the day of the teleconference--at least they may not be valued as much as some other things about the teleconference at that point. But later the reprints and the bibliography may prove to be very valuable.

FEASIBILITY/VALUE OF INTERACTION

He believes interaction--involvement--can be achieved outside of the typical questions-and-answers. He cited a clerical skills teleconference that his hospital participated in. The sites received materials from the originator with instructions on how to organize a 30-minute session at each site which would precede the start of the national broadcast. The originator furnished the sites with discussion questions for participants and suggested that participants first be organized in groups of three to discuss: (1) their goals in attending the teleconference and (2) the five biggest problems they faced in carrying out their jobs. The people at each site then discussed among themselves the responses that emerged from these small group sessions. At the end of the 30-minute local program, the national teleconference began--with an interactive segment which allowed comments and reports on the pre-teleconference activities to be phoned in by the sites. The featured presenters on the national program were then pretty successful in gearing the content of the teleconference--at least through the examples they would cite--to the goals and problems which had surfaced at the local sites in the 30-minute pre-teleconference discussions.

His audiences have not been real willing to call in questions--especially if they have to come to the phone (fear of making a mistake, of asking a dumb question). They are more willing to participate in this way if the site coordinator calls in the questions from written questions which they have passed to him. Many don't bother with questions since the chances of having one answered on the air are slight.

He things the interactive portion is very important. It is an important element of the live broadcast--and everyone knows that if they do

INSTITUTION: C-4 HOSPITAL

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have a pressing question, there is at least the opportunity to ask it.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

His experience is that people generally want to get in, get the information, and get out. But it depends on the topic. Some people feel they don't get anything from the follow-up discussion. They feel: the information was presented and I can assimilate it on my own. In some instances, though, he has good luck with post- and pre-teleconference activities. On the other hand, he has planned some and no one has stayed around for them. It is difficult to do them when the teleconferences themselves are very long.

OTHER RELEVANT COMMENTS

Teleconferencing is a confusing term--most people visualize a telephone conference call. He prefers using the term videoconferences or seminars by satellite (he believes the "seminars by satellite" may be a copyrighted name used by a specific marketer of teleconferences).

The American Hospital Association presented a teleconference on "Health Promotion for Older Adults." It was conducted as a community forum. The AHA had assigned a leader (from a relevant service agency) to each site. The day's activities involved 6-7 hours: one hour of pre-teleconference discussion with the leader describing his experience/his agency's experience with promotion; 4 hours of teleconference; one hour of follow-up at the local site regarding local agencies (and featuring representatives of local agencies) and how they could coordinate their activities/resources to better serve the community. This was very effective.

He expressed the sentiment that "all of us in teleconferencing are pioneers and on the leading edge. There is a lot to learn and a lot of refinements to make, but teleconferencing is the educational tool of the future." He believes there has not been enough written about it--what is being done, what is working, what is not working. It will take a period of time for the whole concept to evolve and to find its niche --and this has not happened yet. It will take lots of study, evaluation, time and effort. Some applications will benefit from teleconferencing and others won't benefit as much or as well. But it will eventually find its niche.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-5 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Feb. 13

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 10 minutes

TITLE OF INTERVIEWEE: Industrial Coordinator and Adult Education Coordinator

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

He handles all of the teleconferences received by his institution. He targets the audience, markets the teleconferences, and otherwise coordinates their delivery.

EXPERIENCE WITH VIDEOCONFERENCING

They try to be selective. They receive information about teleconferences that are originating from all across the United States and they try to select those which will meet the needs of the people in their area. They have brought a number of teleconferences in on behalf of businesses in their area which have bought into the teleconferences and then have used the vo-tech facilities to receive them. They have received a total of about 12 teleconferences during the last year.

USE OF STAFF DEVELOPMENT TELECONFERENCES

They thought the school law would serve a need in their area, since the laws which affect schools are changing so rapidly. They decided to offer this one to administrators and attorneys of the school districts within their county as a public service.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

They announced it to school districts and charged $10/person to attend.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

None.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

17 people attended--and this included at least one person from each of the school districts in the county.

INSTITUTION: C-5 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

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SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Some speakers are too cut-and-dry, with no "television" personality. You need to use people with more presence.

The best teleconferences that they have received have featured big names--like Zig Ziglar, and the people featured have been dynamic speakers. The run-of-the-mill panel of four people just sitting there doesn't work.

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS

He believes no one would read anything in advance. Not feasible at all--a waste of time.

FEASIBILITY/VALUE OF HAND-OUTS

These are a must.

FEASIBILITY/VALUE OF INTERACTION

It's frustrating to not be able to get through--he has been put on hold for 30-60 minutes.

The questions that do get through are probably pretty representative of those that the people at his site have.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

On two occasions--on a veterinary medicine teleconference and an agriculture teleconference--there was a local discussion following the teleconference. But you need a certain number of people at your site in order to have a worthwhile discussion.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-6 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA
(Central Time)

TELECONFERENCES SUBSCRIBED TO: Feb. 13, Mar. 4

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 16 minutes

TITLE OF INTERVIEWEE: Assistant Superintendent

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

He reviews all teleconference opportunities and consults as appropriate with others in order to make a decision on whether to subscribe. Once the decision is made to subscribe, someone else on staff follows through with the coordination. He does not normally view the teleconferences.

EXPERIENCE WITH VIDEOCONFERENCING

Within the last three months, they have received 6-10 teleconferences. They just completed a new television studio which incorporates their satellite dish, and they have three excellent conference/seminar rooms at their facility which are wired and can be used for viewing teleconferences. Taking all three rooms together, they could probably accommodate 400 people for a teleconference.

They will also be able in the near future to broadcast by cable to the two school districts which they serve--which opens up the possibility of this facility re-broadcasting the teleconferences which they might receive by satellite.

They have generally met with "good to no" success on attendance at teleconferences. Top-name motivational speakers, like Zig Ziglar, have pulled in good numbers of people (70-80), but they have had poor attendance at other programs--sometimes because of the time of day when the teleconferences were broadcast.

USE OF STAFF DEVELOPMENT TELECONFERENCES

There is an organization which "puts down" programs for teachers in this geographic area--a cooperative-type organization. He approached them and they were interested in the two teleconferences which his facility subsequently subscribed to. As he recalls, they did not charge people to attend these programs--if they did, it was very nominal--maybe $5.

INSTITUTION: C-6 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

(notes continued -- page 2)

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
He publicized them to the two school districts which feed students into his facility. They are two large school districts.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
None. But he thinks that as they mature in carrying teleconferences, a local discussion may prove to be a strong point.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
The February 13th program "was poorly attended."

A group from the local U.S. Postal Training Facility as well as some area teachers came to the March 4th program. All together there were 20-30 people at this program.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS
If there would be time during a teleconference for discussion at the local site, this might work very well.

It's important to have a lot of lead time so that local sites can do a good job of trying to interest the right people in the teleconferences.

SUGGESTIONS FOR LOCAL SITES
You have to treat the people who come to your teleconferences just like you would treat people who come to your facility for regular conferences. You have to have an individual available to help direct participants as they come in. You need to have the physical set-up as comfortable as possible. He thinks you have to have refreshments set up for them, with pads and pencils for note-taking. You have to have an individual from your staff there to accommodate the participants throughout the teleconference.

He thinks that the facility should use a large screen for viewing. People associate 19" or even 24" monitors with the normal TV watching they do at home. The large screen establishes in a psychological way an identity for the teleconference that is different from ordinary TV watching.

FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

INSTITUTION: C-6 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

(notes continued -- page 3)

FEASIBILITY/VALUE OF INTERACTION

He thinks it's necessary to be able to phone in questions, and he has changed his mind about this during the past year or so. The people attending teleconferences enjoy this--they get angry when they can't get their questions through, and they are very pleased when they get more questions through than other sites. It would be good if there could be even more feedback from the presenters.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

He thinks that the presence of a local facilitator to stimulate local discussion would be good.

OTHER RELEVANT COMMENTS

They have had to fit teleconferencing into the full range of programs which they already offer in adult training and development--and they offer a schedule that is already pretty full. And they have not had an expert on their staff to study the teleconference opportunities and make judgements about the ones that will be best for them--that will prove to be the "magic subjects." They have been feeling their way in this and hope in the future to be able to put a 100% effort into teleconferencing--and into producing the programming which they will feed over the cable system in their area. They have the technical facility and technical experts and they are ready to go.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-7 STATE UNIVERSITY, OUT-OF-STATE (Eastern Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 15 minutes

TITLE OF INTERVIEWEE: Continuing Education Staff Specialist and Assistant Director, Center for Urban Affairs

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

He receives information about teleconference opportunities and then tries to interest appropriate agencies (companies, schools) in contracting with his institution to pick them up for their employees. He has had teleconferencing added on top of his other duties.

EXPERIENCE WITH VIDEOCONFERENCING

They have received about six teleconferences during the last 12 months --those received through the National University Teleconference Network (NUTN) would be considerably fewer. In fact, they have had no success with the NUTN ones--the only thing that they have even remotely approached success with is the staff development series. Most of their other teleconferences have been through contract with private enterprise.

USE OF STAFF DEVELOPMENT TELECONFERENCES

They tried to interest school districts in contracting with them to pick up the teleconferences. This institution would receive the teleconferences and then, under contract, school districts would send teachers/administrators to attend.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

He sent out announcements about the staff development teleconferences to all of the many schools surrounding them, and then he visited personally with the staff development representatives from those districts. He got almost no response.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

He had lined up a professor from the School of Education to do a little program after the first teleconference, but since the only attendees were other professors from the college where they held it, they did not follow-up the teleconference with their planned programming.

INSTITUTION: C-7 STATE UNIVERSITY, OUT-OF-STATE

(notes continued -- page 2)

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

He had no one from the public schools attend. He staged one of the teleconferences at a small college in Maryland, and he had a contractual arrangement with a city school district which was going to send 25-30 people to attend it--but no one from the school district showed up. When he checked back with the representative of the school district with whom he had worked, she was surprised that no one came and she was going to check with the school principals, but he never heard any more about it. This school district was to have contracted with him for all of the series--but when they were unsuccessful with this one, they forgot about the rest. The only attendees at the first teleconference were some faculty from the college where the teleconference was received.

Only he and the technician watched the second of the teleconferences to which his institution subscribed.

He also tried later to interest a nearby school district with 2,000+ teachers in the teleconferences, and a representative said they would send some teachers to the next program to see if they would be interested in having him receive the rest of the teleconferences under contract with their schools, but by that time he had cancelled his institution's participation in any more of the teleconferences.

He believes there will a continuing problem with selling staff development teleconferences to schools because they already--at least the ones in his area--have excellent, well-developed and longstanding plans for staff development for their teachers, which involve bringing in people for face-to-face contact, and the teleconferencing alternative is not as good as what they already have. Also, they would be reluctant to schedule the teleconferences on top of--or in addition to--what they are already doing, since the teleconferences would compete with their other efforts.

Another point he raised concerned the fact that locally developed staff development programs were designed to meet specific local certification/continuing education requirements--and these teleconferences were not.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

The advance information on the staff development series was good, but very often all he receives is a title and names of presenters. People are a little suspicious of having to pay to watch TV--which is how many people view their participation in teleconferences. They know it's an educational program, but they strongly identify the experience as simply watching TV. He needs to be able to tell people in depth what it is he is trying to sell them. Advance information is also necessary

INSTITUTION: C-7 STATE UNIVERSITY, OUT-OF-STATE

(notes continued -- page 3)

for local sites to be able to plan relevant local wraparound programs.

The time zone difference is a real problem. He noted that very often when he has approached a likely sponsor (contractor) for a teleconference--e.g., the Chamber of Commerce--the prospective sponsor has simply insisted that the time would not work for them. He knows that the originating institutions are aware of this problem, and it's not easy to see how to remedy it.

SUGGESTIONS FOR LOCAL SITES

It takes an awful lot of time to get something going and he sometimes feels he is spinning his wheels. He cited the case of the Service America teleconference which his institution wanted to receive recently. He went out and personally visited with seven area hotels (as suggested by the people originating the teleconference), and, while he had a warm reception, he had no response. So they cancelled their participation in the teleconference (although within days of cancelling, they had at least 10 telephone inquiries about the teleconference).

If asked, he would recommend to his superiors that they "cool it" with teleconferencing for awhile. He does not consider it professional to keep trying something that you are not reaping any dividends from. He would feel more comfortable directing his efforts to things that he knows will pay off for his institution.

FEASIBILITY/VALUE OF ADVANCE READINGS

No response.

FEASIBILITY/VALUE OF HAND-OUTS

He has no real feel for what kind of hand-outs would be best. But there needs to be more information available in advance of a program to help receive sites market the teleconferences and to let prospective attendees know what it is that they will be getting.

He feels that anything that could be done to make a teleconference parallel a real learning setting would be good--and hand-outs would be one way to do this.

FEASIBILITY/VALUE OF INTERACTION

He thinks it is good and has worked very well. But then, the teleconferences which he has had work well are ones he took because he had a contract with a company that wanted the program received at his site so that they could send their employees to this institution to attend it.

INSTITUTION: C-7 STATE UNIVERSITY, OUT-OF-STATE

(notes continued -- page 4)

So the employees were usually very interested in the content--and they asked questions.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING
Can contribute a lot.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-8 COMMUNITY COLLEGE, OUT-OF-STATE (Eastern Time)

TELECONFERENCES SUBSCRIBED TO: Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 25 minutes

TITLE OF INTERVIEWEE: Instructional Technologist
(and unofficial Teleconference Coordinator)

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
As the unofficial Teleconference Coordinator, she is reponsible for overall coordination--including marketing. Her training and official responsibilities at the community college are in the area of instructional technology--working with faculty to develop/adapt courses to home study.

EXPERIENCE WITH VIDEOCONFERENCING
They started with it in September, 1985 and have done approximately six (outside of the staff development series).

USE OF STAFF DEVELOPMENT TELECONFERENCES
Intended to market them to the schools in the area they serve, which includes Virginia, Maryland, and the District of Columbia. They sent a brochure to every superintendent in D.C., Maryland, and Virginia and to the staff development officers of the districts in these areas.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
The marketing was coordinated by the Instructional Technologist (who is the unofficial Teleconference Coordinator). Since there ended up being no public audience for the teleconferences, there was no additional coordination necessary.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
Normally they develop a wraparound program for the teleconferences they receive (but they hadn't planned any for the staff development series).

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
They had an inquiry or two from the brochure mailing which they did. But the inquirers wanted to see a sample of what they would be getting before they would commit. She thinks now that it needs to be marketed directly--by phone. She thinks the programs were too Oklahoma specific. They "did not have a single response to the programs and ended up

INSTITUTION: C-8 COMMUNITY COLLEGE, OUT-OF-STATE

(notes continued -- page 2)

watching them themselves." They had no participants from the schools.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

They need to use nationally recognized names and the national program should offer a general treatment of the subject--or a national perspective (not tied to one state). The teleconferences should incorporate different kinds of formats. The teleconferences should be focused on a very specific audience--and not be programs that are so broad based that they are very interesting to no one in particular and difficult to market. The subject should be timely--something which a lot of people need to know and for which there are not many experts available. The wisdom of more than one person should be represented--do not rely on one person offering one point-of-view.

More marketing information is needed. They need to supply more information on where a site should go to find an audience and how they should market the teleconference. It's hard for this institution--and the interviewee, who has no background in marketing--to generate copy for a brochure (especially when the originating institution supplies only sketchy information on the teleconference) and they are not marketers.

SUGGESTIONS FOR LOCAL SITES

There should be local experts present as part of a planned program. The national programming should be a jumping-off point for follow-up by local experts.

FEASIBILITY/VALUE OF ADVANCE READINGS

No response.

FEASIBILITY/VALUE OF HAND-OUTS

Participant can interact with the materials--when they can't with the instructor, who remains relatively inaccessible on a teleconference. The TV part of the teleconference is passive but hand-out materials can be interactive. Especially effective is the provision of a broad outline of the teleconference content on which a participant can take notes during the teleconference.

FEASIBILITY/VALUE OF INTERACTION

Sites should be given things to do so that there is structured, planned interaction at the sites. She has seen it happen that there was only one question which surfaced at her site for phoning in to the national presenters, but as soon as the TV went off for a break in the national

INSTITUTION: C-8 COMMUNITY COLLEGE, OUT-OF-STATE

(notes continued -- page 3)

programming, the local experts present at the site were inundated with questions. She has sometimes had a hard time getting the participants at her site to go home.

Participants at the site can get as much from interacting with each other--and with the local experts--as they can from the national programming--certainly as much as they can from the national interaction.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

For participants the wraparound is the real strength of the teleconference experience. She has been told this time and time again. The national program can give a broad perspective on the national scene and then what is most valuable to a local site's participants is the "area specific" discussion that can tie the issues to the local area.

OTHER RELEVANT COMMENTS

She said she has a lot of enthusiasm for teleconferencing but it needs work to refine it.

She cited what she called a real irony and a real problem: She currently does not pay the local experts who "volunteer" to be part of the local program. And they then sit through the national teleconference and know that the participants at the site got more from their expertise (and they weren't paid) than they did from the national program (and yet they know that the community college might have paid $600 for the national program).

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-9 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA
(Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 9 minutes

TITLE OF INTERVIEWEE: Business/Industrial Coordinator

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
While he is officially the business/industrial coordinator, he handles all teleconferences received by his facility--not just those intended for business and industry. He gets to sit in on most of the teleconferences which they receive.

EXPERIENCE WITH VIDEOCONFERENCING
They have received about 10 teleconferences in the last six months.

USE OF STAFF DEVELOPMENT TELECONFERENCES
They intended to offer them to educators of the eleven feeder public schools which send students to this facility for their vocational-technical training. They charged $10/person/program.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
An announcement regarding the teleconferences was made to the area superintendents and to all the building principals of these school districts.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
None planned.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
He had no luck with them. For three of the teleconferences, he had one person show up. For two of the teleconferences, he had two people show up. He attributes the bulk of the problem to the timing. Schools get out at about 3:00 p.m., but if a teacher needs to stay around awhile, he or she would probably not get out of the school until 3:30 or 3:45, and then would have to drive to the vo-tech facility. The teleconferences started at 3:45 p.m. He thinks the evening would be a better time for them--although he admits that it is not clear if teachers would come out to them on their own time.

INSTITUTION: C-9 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

(notes continued -- page 2)

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

He could use more information from originating institutions regarding details of the content. And he needs more lead time from when he first receives the announcement--to when he has to make a commitment--to when the program is actually broadcast. They have sometimes committed themselves too early--and then they didn't have enough time to market the teleconference properly and the program was a "bust."

SUGGESTIONS FOR LOCAL SITES

Refreshments always seem to help.

He thinks a warm greeting is important--and a formal welcome. They sometimes can't do their formal welcome before the teleconference, because of people arriving right up to the time of the start of the broadcast. But then they try to formally welcome people at the first break in the national programming.

FEASIBILITY/VALUE OF ADVANCE READINGS

Might be worth trying.

FEASIBILITY/VALUE OF HAND-OUTS

Very seldom has there been hand-out materials for the business and industry teleconferences which they receive--at most some biographical material on the speakers. No feelings on the effectiveness of more extended hand-outs, although he suspects that they could be valuable on teleconferences for teachers.

FEASIBILITY/VALUE OF INTERACTION

The question-and-answer segments are usually rated highly by local participants, but they have had trouble getting their called-in questions through.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

They have never received a teleconference where they organized a local program/discussion. They were going to do this with the Small Business Advertising teleconference that they were set to pick up, but they didn't have sufficient interest in the teleconference, cancelled their participation in it, and therefore didn't need the local program that they were considering.

He does think that if the teleconference is 3-4 hours long, then people are usually ready to go after this and not necessarily interested in

INSTITUTION: C-9 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

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staying around for more programming.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-10, VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA (Central Time)

TELECONFERENCES SUBSCRIBED TO: Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 20 minutes

TITLE OF INTERVIEWEE: Director of Short-Term Adult Programs

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
Has marketed them and coordinated them.

EXPERIENCE WITH VIDEOCONFERENCING
Institution has received 15-20 in the past year.

USE OF STAFF DEVELOPMENT TELECONFERENCES
Intended to re-market them to school teachers and administrators in the area.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
He sent a memo to the staff at his own institution and also mailed information on the teleconferences to the principals, counselors, and relevant faculty committees at all of the schools which send students to this facility for their vocational-technical training. He put public service announcements in area newspapers. He "did everything short of approaching the individual teacher in the classroom." A charge was attached to some of the programs; others were offered free.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
Did not plan anything other than reception of the national broadcast. He didn't know whether the fact that there wasn't something "more" offered in connection with the teleconferences influenced the response he had--probably it did not.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
"I was lucky if I got one person for a program." He expressed feelings of frustration at this and doesn't know if he will participate in future programming for school teachers unless he can at least count on getting some warm bodies in the room. He felt the timing of the programs was bad--a 3:45 p.m. beginning time did not allow teachers from cooperating schools (who might dismiss school anywhere from 3:00--3:30

INSTITUTION: C-10 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

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or even 3:45 p.m.) time to get to the vocational-technical school for the programs.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Featured presenters need to be entertaining and good speakers. He senses a resistance to teleconferencing on the part of some because it tends to be too dry. Participants won't come out to watch unless they know the speaker. There should be a panel--stressing application--either on the teleconference itself or as part of a local program. He feels people at the sites can feel involved just from the way the speaker delivers--if s/he does it right. There needs to be credibility behind the speakers.

SUGGESTIONS FOR LOCAL SITES

Provide a meal or refreshments if at all possible. Prefer 6:30 p.m. as a starting time.

FEASIBILITY/VALUE OF ADVANCE READINGS

Not many would read, but it would be feasible to distribute them. The more professional the person, the less likely that s/he would read them in advance.

FEASIBILITY/VALUE OF HAND-OUTS

The most successful teleconference he has been part of did not have hand-outs. Hand-outs don't guarantee success. He has seen teleconferences work well with exercises for the participants to complete at the local site--either during breaks in the national programming or before the teleconference begins. There definitely needs to be something done to make the participants at the sites feel more involved.

FEASIBILITY/VALUE OF INTERACTION

Participants at his site have been reluctant to ask questions because it is a hassle--to get up, use the equipment, be prepared to be kept on hold. He has tried handing out question sheets so his participants can write down their questions and then he calls them in--and this has worked.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

There needs to be more of this. He has tried it some but not much. The originating institution should send a packet of information to the site facilitators regarding what to expect and what they might do at

INSTITUTION: C-10 VOCATIONAL-TECHNICAL SCHOOL, OKLAHOMA

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the breaks, beforehand, etc.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-11 SOUTHWESTERN UNIVERSITY, OUT-OF-STATE
(Central Time)

TELECONFERENCES SUBSCRIBED TO: Oct. 3, Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 40 minutes

TITLE OF INTERVIEWEE: Assistant Director of Educational Design and Development System

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

His unit is the contact for teleconference announcements. The Center for Professional Development and the Educational Design and Development System are housed under the same Director, so they coordinate their activities closely. They offer the teleconferences themselves, or they find a unit on campus to co-sponsor them, or they go off-campus to find a sponsor. His unit is totally responsible for the technical side of teleconferences, and to a more varying degree he has had a hand in everything else. He works closely with the Coordinator of Learning Resources, who does a lot of the marketing.

EXPERIENCE WITH VIDEOCONFERENCING

From September, 1985 through May, 1986, they have received 25 teleconferences.

USE OF STAFF DEVELOPMENT TELECONFERENCES

"Probably what I am going to do is tell you exactly how to do it wrong." They presented the staff development teleconferences to their Education Department, which in turn contacted some of the local school systems and really did not get that much support. (He believes they are still having a little educational problem in trying to get teleconferencing introduced into the schools.) But two or three days later, the sponsor of the student Education Club on their own campus called and said they wanted to underwrite the reception of the teleconferences for the 15 or so students in the Education Club, other interested students, and the Education faculty (6-8 professors). Certain of the teleconference topics appealed to different faculty and students (e.g., the Education Club sponsor is a faculty member currently working on putting together a reading instruction course).

He is optimistic that they will try again to sell teleconferences to the public schools. The TI-IN network, which is now big in Texas and is delivering high school credit coursework and staff development programming, will be picked up by the local school district next year, and

INSTITUTION: C-11 SOUTHWESTERN UNIVERSITY, OUT-OF-STATE

(notes continued -- page 2)

he believes that once the schools get used to teleconferencing, then the door will be open to their receiving other teleconferences as well.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Once the student Education Club committed to underwriting the teleconferences, nothing more was done except for the programs to be announced through the Club.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
No other activities were planned. The participants merely came to watch the teleconferences.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
Two to seven people attended each of the teleconferences.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS
He perceives an advantage of teleconferences to be the fact that they are ready-made opportunities which present themselves and around which it is relatively easy to build local programs to localize the content. For example, the two local judges he used for the Inexpensive Justice teleconference could probably have put on their own conference on the same topic--but they wouldn't--and he wouldn't ask them to. That would have been too major a commitment on their part. But they were willing to come in and be part of a local panel to comment on/react to/localize the content of a program which someone else (the national presenter) took the time to prepare, research, put together, and design.

In deciding whether to subscribe to a teleconference, his institution also makes an assessment of whether they think the teleconference will sell and whether they can make a dollar on it. Even though someone in their area might be able to offer a program on the same topic, if it's already put together in the form of a teleconference and they think it will sell, they will take it.

It can take a full-time staff person just to put one locally produced seminar together. So the ready-made national teleconference can represent a relatively cheap alternative.

A 90-minute length is good. Five hours of teleconference is a bit much.

Information is important. At the point at which you know which institutions are subscribing to your teleconference, you need to send out lots of information so the sites can market effectively (target the ap-

INSTITUTION: C-11 SOUTHWESTERN UNIVERSITY, OUT-OF-STATE

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propriate audience) and plan local programming effectively. "The more information we've got, the better we can coordinate what happens."

It would help for sites to know what kind of presentation they'll be getting--and it is difficult to know how to communicate this. With a live teleconference, you can't send out preview tapes for the sites to review. Some teleconferences have ended up being very good--due to the presenters themselves. But other presenters have appeared to be reading everything and have never gotten an interaction going with the audience--and the teleconferences have not been well received. How do you know in advance if the people to be featured will be any good? The fact that they work well in live presentations is no guarantee. Yet the success of many teleconferences rides on the effectiveness of the presenter--and he or she is often an unknown quantity to the sites buying the program, and, all too often, to the institution selling the program.

SUGGESTIONS FOR LOCAL SITES

His institution plans in the future to incorporate a teleconference as part of something bigger--as part of a seminar. And they have already started downplaying the teleconference aspect on their advertising. They are thinking of taking an upcoming teleconference on Get That Job and making it a two-evening event, with one evening devoted to resume preparation and one to the interviewing process (which is the topic of the teleconference).

FEASIBILITY/VALUE OF ADVANCE READINGS

He believes people for the most part would not read materials in advance. It depends on the program content. He had an engineering teleconference that had workbooks to be mailed out in advance; he suspects that if three of the 45 attendees had read the material in advance, he would be surprised. On the other hand, he had a teleconference for insurance underwriters, where they were being updated on forms and regulations, and they all acted like they had done their homework before they got to the teleconference.

Where credit would be involved, it would probably work well.

He has often thought that it would be effective--though he has not seen it done--to have the site coordinators have certain activities that they could work with the local participants on during breaks in the national broadcast--or before or after it--pencil-and-paper kinds of things. However, this would take a lot of coordination--commitment of human resources at the site. But it would achieve a real and valuable kind of interaction--it would just be interaction on a different level

INSTITUTION: C-11 SOUTHWESTERN UNIVERSITY, OUT-OF-STATE

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and of a different kind than we usually think of with teleconferences, where the interaction is usually confined to phoned-in questions.

FEASIBILITY/VALUE OF HAND-OUTS

Having some type of hand-out is pretty important 99% of the time--if as nothing more than a focal point, as something to take home--a tangible good which has been gotten out of the experience. Hand-out materials that are directly correlated to the content of the teleconference seem to be very well received--where what I am listening to, what we are discussing on the screen is accompanied by a direct reference to the hand-out materials (e.g., "At the top of page 9 you will see ...).

FEASIBILITY/VALUE OF INTERACTION

You have to have it 90% of the time--unless you have a topic that is strictly a one-way information exchange, such as a reporting of the latest government regulations regarding a topic that concerns the audience.

When questions come in throughout a teleconference, they give you more access but they tend to interrupt the flow, the continuity--inevitably someone is asking a question about something you dealt with 10 minutes ago. Having the questions-and-answers only at the end might give you more control but it makes it difficult for sites to get their questions in, as they vie with one another to get their calls through during a very limited time.

He has experienced some frustration and negative feelings at his site based on the way questions have been handled on the air--the feeling that the presenter was chuckling a little at the question or that the moderator was too abrupt--cutting people off, saying they would get to the question later. People need to feel no matter what they are asking that it is appropriate--even if it was covered two minutes ago. Sometimes on teleconferences you are put on hold to ask a question and you are not in a room with a monitor, so you don't know that the caller that got in just before you asked a similar question.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

His wraparound programs have pretty much made or broken them. Those teleconferences which they have offered without a wraparound have been at the least shaky at times. Anymore it is pretty difficult to do a teleconference without using someone locally. They try if at all possible to get some local person to feature. It is rare that they will do one without someone. Sometimes the subject is too technical and they can't find a local expert--or there's not enough lead time to find

INSTITUTION: C-11 SOUTHWESTERN UNIVERSITY, OUT-OF-STATE

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someone. But they generally will use a local person who adds the dimension of: "What can I do tomorrow? How can I take this and put it to work? How does this work in our locale? What differences would there be for our use of it?" Sometimes the local person will disagree with what was said on the national broadcast. This is not perceived by the audience as negative--just localizing the content.

His wraparound programs are usually planned for 30 minutes, with the option to go longer if necessary--if there's interest. Most of them will wrap up in half-an-hour--at least as far as most of the group is concerned. Some individuals may stay longer. However, he cited the example of the Inexpensive Justice teleconference, where he did finally have to run folks out after an hour of follow-up discussion--and it was still going, but he had another class that had to come in to use the room.

He believes you need to work with your local panel/presenters in advance--so they form some loyalty, some commitment to the whole of the effort. In this way, if the local people do have some criticisms with the content of the national program, they will be more apt to present them in the context of a professional disagreement rather than as a demeaning of the worth of the national broadcast or the credibility of the national presenters.

OTHER RELEVANT COMMENTS

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-12 SOUTHEASTERN UNIVERSITY, OUT-OF-STATE
(Eastern Time)

TELECONFERENCES SUBSCRIBED TO: March 4, April 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 30 minutes

TITLE OF INTERVIEWEE: Technology Coordinator

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
Only started coordinating teleconferences four months ago. Watches 50% of what is received. Did not watch these two. Primarily provides technical support. Takes teleconference opportunities to continuing education programmer or conference coordinator, and these people contact faculty to see what they might want to do with a teleconference.

EXPERIENCE WITH VIDEOCONFERENCING
Institution is doing "a fair number." Have their own uplink, so they are producing as well as receiving.

USE OF STAFF DEVELOPMENT TELECONFERENCES
He sent information on these teleconferences to the College of Education. They expressed interest in picking up two of them. He assumed that they would be marketing them to public schools. However, as far as he knows, they did not follow through on this with the continuing education people.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
He worked through the College of Education, which indicated interest. There was no pre-registration. He believes now that the College apparently opted to make the programs available only to faculty and students and did not involve the continuing education unit on the campus to market the teleconferences to off-campus audiences (i.e., teachers). He had no idea of who would be coming in advance of the teleconferences. His unit (facility) provided the technical support to receive them.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
None as far as he knows.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
The College of Education ended up asking him just to make a videotape

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of the March 4 program--no one watched it live. He also believed that no one watched the April 8 program live either, because there was a mix-up in dates with the professor who had expressed interest in the program. [However, I was able to report to him that we had two questions phoned in on the April 8 program from this University, and we later received a complimentary letter regarding the teleconference from a professor at the University who reported that 4 professors, 45 students, and 15-20 local teachers viewed it live. The professor wrote that "it was a big hit! I heard no negative comments."]

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Originators need to furnish sites with more specifics on what is happening--on people, content, format. Better descriptions are needed from the very beginning. They need to be accurate--even though he realizes that they might have to be written six months in advance of the actual event and before it is clear how much money will be available (in the form of fees from receiving sites) to use to produce them. Also, originators need to announce teleconferences early--to allow more lead time so sites can effectively prepare/coordinate teleconferences.

SUGGESTIONS FOR LOCAL SITES

He believes they could do a lot more with teleconferencing at his institution if they had a "salesman" to drum up interest. Would need to be a generalist and not limited by subject--because of the variety of teleconferences that are coming available. Would drum up interest among faculty/professors and, where appropriate, among the community at-large --for those teleconferences which might appeal to certain segments of the community. They bailed out of their subscription to Small Business Advertising because there were not enough "takers" from the community, yet he felt that had he had the personnel resources to commit to working on this teleconference, he should have been able to make it a go. Marketing/promotion--human resources to attend adequately to it--are what is most needed at the local sites.

With teleconferences, a local site isn't in the traditional position of creating a program to meet a perceived local need. His institution does lots of traditional conferences and they approach it in just this way--they perceive a need and they develop a program to meet this need. But when a teleconference opportunity comes their way, it is ready-made/done/already designed. The local site has to look at it and decide how it parallels their own efforts. They have to ask: "Can we find an audience for it? Can we create a need for it?" This is a twisting around of the normal approach to preparing goals and objectives, which calls for one first to identify a need and then come up with a goal or objective to meet that need. Teleconferences arrive

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ready-made and formatted down to the last minute (although it is often hard to get the originating institution to reveal these details--maybe they aren't so ready-made?). But the local institutions do not influence the design/programming of the national broadcast; yet they are dependent on it for their success with their own local audience.

National teleconferences are national only in their delivery--not in their planning.

FEASIBILITY/VALUE OF ADVANCE READINGS
Could be very important. But he raised a caution: teleconference should not then be a mere regurgitation of the content which is contained in the materials which are sent out in advance.

FEASIBILITY/VALUE OF HAND-OUTS
Can be very effective.

FEASIBILITY/VALUE OF INTERACTION
Frequent interaction is good--even if it is done only at the local level during breaks in the national programming. It's good even if it is only for 4-6 minutes at a time. While it's better to have the interaction during the last segment of the national broadcast rather than not at all, the more integrated the interaction, the better the teleconference. The TV part of the day should be an enhancement to a larger, more comprehensive "conference" being offered by the site--with much and frequent interaction at the local site.

He believes it would be highly speculative to venture an opinion on whether it would be valuable to have featured presenters from the national teleconference available for follow-up calls from sites on later dates. In general, they have found the interaction time adequate. Sometimes there are questions which don't get phoned in--and it has been nice when a teleconference has made provision for the featured presenters to stay in the studio once the satellite time is finished--then local sites can call in their questions and ask them individually of the presenters--at least for a short period following the sign-off on the satellite time.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING
Highly beneficial. Localizing teleconferences is an important part of making them work. They make the event more meaningful. Using local people on a panel--especially well-known local people--can help your marketing/promotion efforts and increase attendance.

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OTHER RELEVANT COMMENTS

Broadcasting across all four time zones is a problem. The schedules can be really awkward for some time zones. He foresees a day when there will be at least two broadcasts of the same program--especially if it is four hours or more long.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-13 UNIVERSITY, OUT-OF-STATE (Mountain Time)

TELECONFERENCES SUBSCRIBED TO: Nov. 19, Feb. 13, Mar. 4, Apr. 8

CLASSIFICATION: MARKETERS TO PUBLIC SCHOOLS (Category C)

LENGTH OF INTERVIEW: 35 minutes

TITLE OF INTERVIEWEE: Director of Instructional Material Services

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES

The contact for most teleconference announcements. Then works with their continuing education department to run programs or with individual faculty and departments if they can afford to buy the teleconference for internal use.

EXPERIENCE WITH VIDEOCONFERENCING

This is their first year to be involved with teleconferencing. They have taken "a few" general interest programs offered over the National University Teleconference Network. They have primarily used satellite programming to pull in foreign language transmissions for use in their foreign language courses.

USE OF STAFF DEVELOPMENT TELECONFERENCES

He sold the OSU staff development series--and in fact his institution's commitment to join the National University Teleconference Network--on the basis of the "School Law Update" in the staff development series. And the "School Law Update" was sold on the strength of one of the featured presenters--Kern Alexander, whose name was well-known to the faculty member on his campus who teaches school law.

He worked with their continuing education unit to offer programs featuring the teleconferences to recover their money. But as things worked out, they decided to utilize only the "School Law Update" on a live basis (and they ran into a problem with this--see later description). They decided merely to videotape the other broadcasts.

They decided not to utilize the live broadcasts (except "School Law") because there wasn't sufficient advance information about the teleconferences to know what they would specifically deal with. His faculty did not want to involve themselves in the live broadcasts under these circumstances. They didn't want to be responsible for the teleconferences (and any local wraparound programming) at their site--to stand up in front of a live audience without knowing in advance what the content would be. Faculty consider that they are putting their prestige on the line by being associated with the teleconference in any degree--whether conducting a follow-up discussion or merely welcoming people to the

INSTITUTION: C-13 UNIVERSITY, OUT-OF-STATE

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facility. And they don't want to be associated with it at all if they are not assured in advance of the content, treatment of the topic, etc. For the future, he has decided that there is no way his faculty will assist with these teleconferences as live receptions. He will have to tape anything that might be of interest so that it can be previewed later by faculty and then a decision can be made on whether and how to use the whole of it or parts of it.

For the broadcasts which they taped, they nonetheless encouraged faculty to come over during the live feed to watch.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES

He hand-sent blurbs on the teleconferences to each prospective faculty member with an interest in one of the topics. He talked to the chairpersons of the relevant departments. He talked to faculty and announced there would be coffee and donuts served at the teleconferences. He "pleaded with faculty to try to get them over" to at least participate themselves in the live broadcasts. Only 2-3 people watched the broadcasts live. Faculty were not even willing to invite their students in to view the teleconferences--because without a chance to preview them they were uncomfortable being in the position of appearing to "recommend" them.

They did intend to offer one of the teleconferences--the "School Law Update"--live as part of a conference. However, they ended up with a conflict on the date of the teleconference--and so they also merely taped this broadcast and used the tape as the focus of a conference on a later date. The conference was planned in cooperation with the Director of Continuing Education and the faculty member with expertise in school law.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES

Because the conference that was planned involved the showing of a videotape of the teleconference--and was not a live participation in the teleconference--the faculty member did have a chance to screen the videotape in advance and was glad he did. The interviewee was not sure how the tape was actually used at the conference--whether it was shown in its entirety or in part. He did know that the faculty member and the Director of Continuing Education were not impressed with Alexander's presentation style. The faculty member thought the content was OK but the physical presentation was "zilch." He would certainly not use it as the starting point for a conference which would bring outsiders from off-campus to this institution--and especially not in a live situation where he would be stuck with whatever happened to be on the teleconference--sight unseen.

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For the "School Law" conference (which featured at least parts of the tape of the "School Law" teleconference), they had 3-4 local/state experts and faculty featured in a local program to complement what they chose to feature from the videotape. The faculty member's advice to participants at the conference was to listen to the content on the videotape but "don't look at Alexander--listen to what he says with your eyes closed."

It took a great deal of hand-holding of the faculty member involved--by both the interviewee and by the Director of Continuing Education--to get him involved at all--but it would never happen in connection with a live use of a teleconference that was not seen in advance.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES

Only 2-3 people watched the teleconferences live as they were being received for taping. 40-60 people came to the conference which they ran on "School Law," and they were pleased with this. However, the Director of Continuing Education, as a result of her experience with the "School Law" teleconference, said she didn't want to do any more. She was not impressed with the teleconference.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

He is not interested in taking teleconferences if he can not get permission to videotape them for a delayed use. It is also not worth being tied to a particular time for viewing a live broadcast. Why have to view it--organize a conference around it--at a time that is convenient for the East coast but not for you? Why not tape it for use at a time --and possibly even a different day--convenient for your audience?

To get his faculty interested, the teleconferences would have to feature major authorities in the field--the textbook writers in a subject area, for example.

If you don't have "the name," then you had better have some way for people to preview the teleconference content and format so they know exactly what they are buying--even if they then decide not to buy into it, that's good for you--because you are heading off having a bunch of dissatisfied customers.

SUGGESTIONS FOR LOCAL SITES

No response.

FEASIBILITY/VALUE OF ADVANCE READINGS

Not sure these would be worthwhile. Some would read them; others

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would not.

FEASIBILITY/VALUE OF HAND-OUTS
Generally, materials are important. However, it backfired on him in one instance. They had agreed to take a teleconference on Small Business Advertising and had convinced a faculty member to be associated with it--conduct a local program component for it. The materials furnished by the originator turned off the faculty member when she received them--she did not agree with the philosophy/content in the book which was to accompany the teleconference, so she backed out of being associated with it and they had to cancel their participation in the teleconference. "I got out like a salesman for the National University Teleconference Network on that one--and convinced this key professor to participate. It can be very frustrating."

FEASIBILITY/VALUE OF INTERACTION
His calls haven't gotten through during teleconferences and this is very frustrating.

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING
No opinion. Still feels that for his rural state--and with the reluctance of professors to be involved in live, sight-unseen teleconferences--the use that will be made of teleconferences is just as videotapes for later preview and possible inclusion--in whole or in part--in other activities. Live use of teleconferences won't work on his campus at this time. He's for it but the professors aren't yet. And he has given up on it for the future. There is one teleconference coming soon on Get That Job -- a professor is interested in it, in using it at some point in a class he teaches--but not necessarily live--and not at the price it costs to receive it. You almost have to run a fee-based conference in conjunction with a teleconference in order to be able to take in revenue to use to cover the cost of receiving the teleconference. This professor who wants to use the Get That Job tape in his class can't afford the cost of the teleconference.

OTHER RELEVANT COMMENTS
He thinks there is a tremendous potential in teleconferencing--at some time in the future.

SELECTED NOTES FROM INTERVIEW

INSTITUTION: C-14 STATE DEPARTMENT OF EDUCATION (Atlantic Time)

TELECONFERENCES SUBSCRIBED TO: Apr. 8

CLASSIFICATION: Marketers to Public Schools (Category C)

LENGTH OF INTERVIEW: 20 minutes

TITLE OF INTERVIEWEE: Coordinator, Education Media Services

FUNCTION OF INTERVIEWEE WITH RESPECT TO TELECONFERENCES
They are broadcasting enrichment programming for the schools--they both produce and buy appropriate programming.

EXPERIENCE WITH VIDEOCONFERENCING
Have had very little experience to date with receiving satellite teleconferences, but they are considering using this delivery system for their service area. They have used a variety of other distance education delivery systems.

USE OF STAFF DEVELOPMENT TELECONFERENCES
They have a satellite network available to them which has a mandate to deliver free educational programming to a set geographical service area. Through this satellite network, they could reach every school in their service area.

They wanted to explore satellite reception of inservice material. They subscribed to the April 8th teleconference as an experiment, and they invited some curriculum consultants to their facility to participate in the teleconference so that they could get a feel for its potential.

COORDINATION OF STAFF DEVELOPMENT TELECONFERENCES
Attendance by direct invitation.

ACTIVITIES PLANNED IN CONJUNCTION WITH STAFF DEVELOPMENT TELECONFERENCES
None. But he thinks they should probably have brought it through to the point of having a follow-up. He knows that follow-up local programming/discussion is valuable from what he has read and experienced in similar situations.

SUCCESS WITH STAFF DEVELOPMENT TELECONFERENCES
The teleconference was attended by eight people--which is all that they invited. They were either curriculum consultants or experts in

INSTITUTION: C-14 STATE DEPARTMENT OF EDUCATION

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distance education.

SUGGESTIONS FOR ORIGINATING INSTITUTIONS

Discussions in advance among the receiving sites and the originating institution might help to steer the teleconference toward content that is most appropriate for the audience which has been signed up for a particular teleconference. At the least, there could be more detailed information communicated regarding the perspective/slant/philosophy/approach/treatment of the topic.

It would be good too to have a variety of perspectives included on the teleconference. All of the April 8th people were from Oklahoma. It might be good to have a broader representation.

SUGGESTIONS FOR LOCAL SITES

FEASIBILITY/VALUE OF ADVANCE READINGS

FEASIBILITY/VALUE OF HAND-OUTS

FEASIBILITY/VALUE OF INTERACTION

FEASIBILITY/VALUE OF WRAPAROUND PROGRAMMING

OTHER RELEVANT COMMENTS

Satellite delivery can solve real problems which confront us, but he is worried about people who use the technology merely because it is new and "neat."

VITA

Constance Martin Lawry

Candidate for the Degree of

Doctor of Education

Thesis: STAFF DEVELOPMENT TELECONFERENCES FOR TEACHERS: A CASE STUDY OF THEIR USE AND SUGGESTIONS FOR IMPROVING THEIR EFFECTIVENESS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Philadelphia, Pennsylvania, April 3, 1947; the daughter of Dennis J. and Alberta Gaffney Martin. Married to Edward G. Lawry on August 26, 1967. Daughters Aletheia Frances born May 8, 1973, and Cabrini Suzanne born June 4, 1978.

Education: Graduated from Villa Maria Academy, Malvern, Pennsylvania, in June, 1965; attended Fordham University from 1965-1967; received Bachelor of Arts degree in English from the University of Texas at Austin in May, 1969; received the Master of Library Science degree from the University of Oklahoma in December, 1976; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1986.

Professional Experience: Teaching Associate, Department of English, Oklahoma State University, 1977-1978; Assistant Humanities Librarian/Instructor, Oklahoma State University, Fall, 1977; Proposal Development Editor, Office of Education Research and Projects, Oklahoma State University, 1979-1982; Assistant Director, Education Extension, Oklahoma State University, 1982 to present. Professional memberships: National University Continuing Education Association, American Association for Adult and Continuing Education, American Society for Training and Development, American Educational Research Association, Phi Kappa Phi, Phi Delta Kappa, Beta Phi Mu.