

AMIC Seminar on Training Needs in the Use of
Media for Distance Education in Asia, Singapore,
Jun 8-11, 1987 : [final report]

1987

<https://hdl.handle.net/10356/90780>

Final Report

distance education

1032

(2)

CIDA-AMIC SEMINAR ON
TRAINING NEEDS IN THE USE OF MEDIA
FOR DISTANCE EDUCATION IN ASIA
Singapore, June 8-11, 1987

FINAL REPORT

Preamble: It is recognised that Distance Education provides an answer to the pressing educational needs at all levels, from elimination of illiteracy to training in advanced skills in technology and general cultural enrichment in the countries of the Asia-Pacific region. While it is true that Distance Education has many of the same aims and objectives as conventional face-to-face instruction, it depends heavily on media in imparting instruction. Consequently media play a central role in Distance Education while in conventional education they play only a complementary or supplementary role.

Media available for Distance Education range from print, radio, television, audio and video to computers and new information technology. There was a consensus at the Seminar that print remains the prime medium for Distance Education and that instead of broadcast radio and television, narrowcast audio (cassette) and video are more appropriate for Distance Education as they provide for greater interactivity in the teaching learning process. The potential of new information technology was also emphasised during the Seminar.

However, in the adoption and use of media in Distance Education, the following five considerations should be taken into account:

1. **Availability**

It is essential that the chosen instructional media and delivery systems be technologically practicable; that is, the technology to be used in the individual societies must have been

- contd. -

adequately developed and there must be sufficient manpower to make continued use of the technology.

2. **Accessibility:**

The instructional media and the delivery system used must be accessible to both the distance teaching institution and the learners. For example, if television is chosen as an instructional medium, not only must there be appropriate and adequate air time, but the students must also have TV sets capable of picking up the programs.

3. **Acceptability**

The instructional media must be accepted both by teachers and students. This concerns the aptitudes and attitudes of both groups with respect to certain types of media. If the teachers or students are not skilled in the use of a particular medium, it is not likely to be very effective.

4. **Validity**

The instructional media must be appropriate for achieving the objectives of the learning materials. Care must be taken to choose media which are suitable for the content or subject matter one wishes to convey.

5. **Economics**

The instructional media must not be overly expensive. This will involve considerations of economies of scale and cost effectiveness.

Problems in the use of media. One of the biggest problems in the use of media for Distance Education is the lack of understanding of the concept of Distance Education in general. Policy-makers at the state level, as well as university staff, academicians, administrators, and those recruited for media are new to the concept. Furthermore, the operation of the academic as well as administrative set-up of a Distance Education system is very complex. Mediated instruction presupposed in a Distance Education system requires that the teacher work in a team to produce instructional material. This places the teacher in a new milieu. Similarly, media people who may have had media experience elsewhere find production of instructional material a task that requires new aptitudes. Hence the need for training.

Identification of training needs. This was done taking into consideration the proceedings of the Seminar as well as the previous identification done by UNESCO in Bangkok in 1982. The training requirements are listed in Appendix I.

Planning Stage

There is a need for production management skills in multi-media distance education courseware development, including planning and feasibility studies, and financial management, such as costing, budget control and production scheduling.

Course Development/Project Implementation

The major training requirements are: 1) appropriate selection of media; 2) instructional design; 3) applied computing; 4) graphic/visual design; 5) writing skills for course writers; 6) editing in print, audio and video; 7) script-writing and producing/directing in audio and video.

The Needs for each media are set out in Appendix II.

Production/Post-Production

The major training requirements in this area are: 1) Management Training; 2) Engineering (Operations/Maintenance); 3) Applied Computing; 4) Upgrading production skills.

The Needs for each media are set out in Appendix II.

Delivery Support

Recognising the importance of systematic organisation of delivery of multi-media distance education courseware (eg. via newspapers, post office, broadcasts and other systems), training programs should be organised for these functions. Both tutors and study centre managers require information about and training in media utilization.

Research Evaluation

Recognising the need to organise a system of feasibility studies, market analysis/student needs, public relations, research and development and formal evaluation pertaining to multi-media distance education courseware, appropriate training should be arranged for these functions.

Modalities of Training

Having taken into account the need to cater to pressing educational needs, the important role Distance Education can play in this area, and the lack of adequate number of trained personnel in the use of different media, it is suggested that the training needs be explored at the following levels:

1. Institution (e.g. Open University)
2. Country
3. Regional/International

All training needs identified cannot be satisfied at the institutional or country level. Where the needs cannot be satisfied at the institutional or country level, efforts should be made to seek assistance at the Regional/International level.

Seminar Recommendations

1. Given the stated needs at the policy establishment, systems planning/implementation level, whether nationally, regionally, or institutionally, there is a need for a centralised clearinghouse for management and dissemination of information on distance education training resources with particular reference to applied media and training materials for media practitioners.
2. To meet urgent and pressing training needs in the use of media for distance education, it is recommended that a network of training exchanges should be established to facilitate training of personnel in established distance education centres in the region. A regional centre to co-ordinate the exchange network should be established.
3. AMIC should collect data on regional training needs in an effort to quantify and prioritize the needs for the region to facilitate decision-making on future regional training programs.

Epilogue

The distance education scene is currently witnessing a flurry of activity. The Association of Asian Open Universities and the University of the Commonwealth for Cooperation in Distance Learning have recently been in the news. The International Council for Distance Education is to hold a seminar in early 1988. Unesco has long been interested in this field, while the Asian

Development Bank and the World Bank are showing new or renewed interest. All this activity only serves to emphasise and underscore the urgent need for action on the seminar recommendations.

What Asia requires is a regional rather than an institutional focus. It needs a centralised clearinghouse to accumulate and disseminate information on distance education in the region; to establish a network of training exchanges and to promote a consortium of institutions; to aid and encourage research in training needs, and to examine the variables in a cross cultural context.

The needs and requirements are many and urgent. An agency charged with the responsibility to implement the seminar recommendations would have an important supplementary role to play in facilitating and expediting action. It would enhance available resources and ensure that the Singapore seminar produces tangible benefits. AMIC is ideally equipped to fill this role.

TRAINING NEEDS IN THE USE OF MEDIA FOR DISTANCE EDUCATION

W H O	W H A T
<p>A. ALL MEDIA</p> <p>1. Planners, Policy Makers, Managers (senior and mid-level)</p> <p>2. Content Specialists, Curriculum Designers, Instructional Designers and Course Coordinators</p> <p>3. Academics (including part-timers), Media producers, academic administrators, course writers (full and part-time)</p> <p>B. PRINT</p> <p>4. Publishing Managers</p>	<p>1. Orientation on the role, effectiveness and economics of media in distance education and integrated learning package emphasising the multi-media approach.</p> <p>2. Management and organizational development</p> <p>3. Management of specific areas : student support system production system delivery system general administration</p> <p>4. Planning, implementation and monitoring; project control; cost analysis and control; project evaluation</p> <p>5. Policy development and government relations</p> <p>Orientation on the role effectiveness and economics of media in distance education and integrated learning package emphasising the multi-media approach.</p> <p>1. Curriculum planning and development</p> <p>2. Instructional design</p> <p>Layout and design of self-instructional material.</p>

W H O	W H A T
5. Course Writers, Instructional Designers, Academics	<ol style="list-style-type: none"> 1. Overview of the distance education system, its strengths and weaknesses etc. 2. Knowledge of writing/reviewing/presentation skills. 3. Knowledge of target groups and their problems. 4. Knowledge of learning process and teaching strategy. 5. Knowledge of content. 6. Locating resource/materials etc. 7. Knowledge of production of materials through course team. 8. Testing and evaluation skills. 9. Some knowledge of design editing and printing processes.
6. Editors	<ol style="list-style-type: none"> 1. Overview of distance education system, its strengths and weaknesses. 2. Knowledge of distance teaching techniques. 3. Editing skills. 4. Presentation, layout skills. 5. Marking-up manuscript for printing. 6. Proof-reading skills. 7. Knowledge of different media and their role in teaching. 8. Knowledge of printing stages. 9. Producing text for distance education.
7. Graphics Designers	<ol style="list-style-type: none"> 1. Layout and presentation of self-instructional material. 2. Distance Education Orientation.
8. Tutors/Supervisors	<ol style="list-style-type: none"> 1. Distance Education Orientation. 2. Utilisation.

W H O	W H A T
<p>9. Word Processor Operators</p> <p>C. AUDIO/RADIO</p> <p>10. Script Writers</p> <p>11. Producers</p> <p>12. Technicians, Instructional Designers</p> <p>13. Tutors, Supervisors</p> <p>D. VIDEO/TV</p> <p>14. Producers</p>	<p>1. Educational word processing.</p> <p>1. Knowledge of distance education and its various aspects.</p> <p>2. Theory and practice of radio script-writing for distance education.</p> <p>3. Basic training in programme production.</p> <p>1. Criteria of good radio programmes.</p> <p>2. Principles of script writing.</p> <p>3. Radio recording instruments.</p> <p>4. Music and sound effects.</p> <p>5. Radio casting.</p> <p>6. Radio production.</p> <p>7. Programming editing.</p> <p>1. Educational audio.</p> <p>2. Distance Education Orientation</p> <p>1. Distance Education Orientation</p> <p>2. Utilisation</p> <p>1. Knowledge of distance education and its various aspects.</p> <p>2. Theory and practice of educational TV/Video production with special emphasis on the following :</p> <p>a) selection of proper sets</p> <p>b) camera movements (shooting process)</p>

W H O	W H A T
<p>15. Script Writers, Course Writers, Academic Instructional Designers</p> <p>16. Designers : graphics, illustrations, set designing</p> <p>17. Technicians</p> <p>18. Tutors/Supervisors</p> <p>19. Special Effects People</p> <p>20. Editors</p> <p>E. TELECOMMUNICATIONS</p> <p>21. Telecoms Engineer/Systems Engineer</p> <p>22. Telecoms Technicians</p> <p>23. Key Personnel</p>	<p>c) appropriate formats and techniques in production d) programme editing.</p> <p>1. Knowledge of distance education and its various aspects. 2. Theory and practice of TV script-writing. 3. Formats in TV script-writing. 4. Basic Knowledge about TV production.</p> <p>1. Knowledge of distance education and its various aspects. 2. Training in ETV set designing. 3. Training in graphics. 4. Training in developing visual materials for education.</p> <p>1. Distance Education Orientation. 1. Distance Education Orientation. 2. Utilisation.</p> <p>1. Knowledge about distance education and its various aspects. 2. Training in (visual) special effects.</p> <p>Editing.</p> <p>Planning & operation of educational telecoms and Distance Education Orientation.</p> <p>Distance Education Orientation and operation and maintenance in educational telecoms systems.</p> <p>Distance Education Orientation, basics in telecoms systems and equipment (computer, facsimile, audioconferencing, etc). -contd.-</p>

W H O	W H A T
24. Faculty 25. Tutors/supervisors 26. Instructional designer/editors 27. Administrators/co-ordinators	Equipment operation and instructional strategies. As above. As above plus educational telecoms. Telecoms systems operations.
F. AUDIO-GRAPHIC	
28. Producers	Same as Audio.
29. Graphic Artists	Same as Print.
30. Editors	Same as Print.
G. TECHNICAL	
31. Engineers (Technical Operation)	Operation.
32. Engineers (Maintenance)	Maintenance.
33. Sound Recordists	Sound recording.
34. Video Recordists	Video recording.
35. Cameramen	Camera work.
H. MEDIA TESTING AND EVALUATION	
36. Media Researchers	Summature and formature.

Appendix I
(Page 6)

W H O	W H A T
I. MEDIA MANAGEMENT 37. Media Managers	Production and broadcast management.

- NB. 1. Many specialised areas such as uses of computers and evaluation not covered; need short term training for select personnel from all areas.
2. Many of the aforementioned functions are performed on a contract or part-time basis. It is assumed that these part-time employees will receive the appropriate training as well.

TRAINING NEEDS IN THE USE OF MEDIA FOR DISTANCE EDUCATION

	<u>Print</u>	<u>Audio</u>	<u>Video</u>	<u>Telecoms</u>	<u>Computers</u>
<u>Course Development/Project Implementation</u>					
Appropriately selecting/coordinating media	X	X	X	X	X
Instructional designing	X	X	X	X (Conferencing)	X (CAI/CAL)
Writing skills	X				
Editing	X	X	X		
Script writing		X	X		
Producing/directing		X	X		
Applied computing	X (Modelling/Word Processing)	X (Digital Editing)	X (Digital Editing)	X Computing	X
Graphic/visual designing	X	Audio Graphics	X		CAD/CAM Compugraphics
<u>Production/Post Production</u>					
Management Training	X	X	X	X	X
Engineering (Operations/Maintenance)	X	X	X	X	X
Applied Computing	WP Process Page make-up Typesetting	Digital editing	Video graphics/editing	Communication	CAI/CBL
Upgrading production skills	We assume hiring trained workers; may need retraining.				