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Korean Air And Correspondence High School
By
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1. Introduction

One of Korean old sayings emphasizes students' attitude toward their teacher; 'you must not step on even the shadow of your teacher'. This old saying means literally that students should walk around the shadow of their teacher when they pass by him. It teaches that students must pay utmost respect to their teacher in all ways. What we can infer from the old saying is that there must be a face-to-face interaction between student and teacher, which gives students the opportunity of walking around the shadow of their teacher. Korean Air and Correspondence High School (KACHS), as its nature is, cannot fully satisfy this kind of people's traditional expectation of education. The KACHS is still making efforts to compensate its students for the deficient student-teacher interaction. In this paper I would like to introduce how the KEDI has been developing radio programs and printed materials in order to make the KACHS close to regular high school education in terms of student-teacher interaction. This restricted focus is for the simplification's sake. Other information of the KACHS is referred to the pamphlet, "Air and Correspondence High School".

2. Radio Programs

The instructional radio programs for KACHS are repeated twice a day. As shown in the Table 1, two radio stations broadcast the same programs in different times. Therefore, the students who missed the first program may take another time for their study. For the convenience of self-study, they may order the cassette tape copied from the

original one in cases of difficult topics to be studied more, repetition needed as in foreign languages, and failure of listening.

(Table 1.) KACHS Radio Program Schedule

grade	Station	time
1	* KBS-FM	21:30 - 22:00
	* M B C	05:00 - 05:30
2	KBS-FM	22:00 - 22:30
	M B C	05:30 - 06:00
3	KBS-FM	22:30 - 23:00
	M B C	24:00 - 00:30

* KBS refers to Korean Broadcasting System

* MBC refers to Munwha Broadcasting Company

A general format of instructional radio programs (subject-matter oriented program) is, in a sense, very simple. A studio-teacher, regular high school teacher, keeps talking to the audience about the given topics after the signal of station identification and ordinary greetings. The teacher does not have any other alternatives

to manage his programs because of the fixed contents of subjectmatter which ought to be finished in a semester. If there is a small amount of flexibility to run the program, say, it is a live program, we may induce the audience to call directly and ask the studio-teacher questions. At the present time of pre-recorded programs and shortage of manpower we cannot go further beyond the one-way communication. Even with the consideration of the KACHS student's lower academic performance, the studio-teacher hesitates to explicate the pre-requisites for the topic in detail while asking them simple questions.

Within the limited format of instructional program, the directors and reseachers of KACHS in KEDI has tested the effect of new formats on the student's positive participation in instructional programs. The first attenpt was to introduce a quiz for prize, which is principally based on the given topic. The quiz is presented in subject-matter program or KACHS news hour. The students are asked to send the post-card with the answer and other opinions of instructional program. The number of students' responses is more than five percentage of each grade.

Another plan is now made and will be put in practice in near future (fall, 1987 or spring semester, 1988). The plan is to insert in instructional programs the questions asked by actors (radio performers) pretending students. The questions designed by studio-teachers are naturally matched to the unit's objectives. This way of insertion may

satisfy student's desire to interact with teachers. It is hoped to show that the KACHS' students have the same questions as those asked by actors in studio and identify themselves as students as others are.

3. Printed Materials

Printed materials such as textbooks and Correspondence Study Material are used to help the students to study efficiently. The students must solve questions attached to Correspondence Study Material, and hand in their papers when attending classes. Correspondence Study Material as a study-aid material is distributed to the students ten times a year. Supplementary materials on Mathematics, Korean Language, English, Science, Social Studies, and essays written by teachers and students are included in it.

Classroom instruction provides the students with an opportunity for face-to-face interaction with teachers. Seven-hour classes are given on every other Sunday for more than twenty-six days a year. In classroom activities, they can help themselves to clarify what they have studied following radio programs and independent study.

Even though the present instruction-learning methods by radio programs, classroom instruction, self-study and Correspondence Study Material have characteristics, it is not effective to improve the students' academic achievement. It is mainly due to insincere self-study, low class attendance, low interest in radio programs and lack of student-teacher interaction.

The basic solution is to find a way to conduct instructions by radio programs and classes effectively without overlapping in contents, and the important thing here is that radio programs and classes must have a close relation with each other.

4. Future Plan

As mentioned above, a pilot live program will be designed and examined its instructional efficiency in terms of student-teacher interaction.

According to the informal interviews with the KACHS teachers who are charged with classroom instructional activities, it is noticed that they need a special inservice training on how to teach KACHS students who are different from regular high school students and how to connect their classroom learning with radio program. In 1988 nation-wide teachers' needs will be assessed and an inservice training on the use of radio program for classroom learning will be carried out.

The Appendix can be referred to for more information of KEDI's researches on KACHS.

Publications of researches on KACHS

1. CR76 THE PREPEQUISITE CAPABILITIES OF THE FIRST GRADE STUDENTS OF THE AIR & CORRESPONDENCE HIGH SCHOOL
2. CR76 A survey on the actual condition of the Air & Correspondence High School
3. CR81-4 A survey on the actual condition of the Air & Correspondence High school
4. RM81 A Study on the Effectiveness in the Management of the Air & Correspondence High School in Korea
5. CR81-3 A Basic Study for Developing Instruction Materials in Air & Correspondence High School
6. CR82-3 A Study on the Development of New Textbook Structure in Air & Correspondence High School
7. RM82 The Problems and Perspectives of Air & Correspondence High School (ACHS)
8. CR83-2 A Report on the Field Trial of the Experimental Textbooks of Air & Correspondence High School
9. RM83- The Workshop for Improvement of Educational Broad-casting (The Study on curricular unit allotment for the students of ACHS)

10. CR83-1 A Study on the Effective Application of Media in Air & Correspondence High School (ACHS)
11. CR84-2 Need Assessment On Air & Correspondence High School Education
12. RM84-4 The Seminar on the Role of Air & Correspondence High School in Future Society
13. RR85-3 Development of Programme for Increasing Basic Academic Achievement of Air & Correspondence High School Students
14. RR86-9 The contribution of Air & Correspondence Highschool Education to the Individual and Social Development
15. RR86-10 An Experimental Study on Methods Utilizing the Basic Achievement Program for Air & Correspondence High School (ACHS) Students
16. RM86-9 The Improvement of School System and Quality of Korean Air & Correspondence Highschool