

Distance Education

ASIST Online Mini-Course 5/16/01

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Distance Education-

- ✿ My background
- ✿ Understanding Distance Education
 - The varieties of Distance Education
 - Infrastructure & Delivery Issues
 - Role of Instructor & Instructional Support
 - Issues of Teaching with the Web
 - Case Study: Berkeley/Michigan Experiment
- ✿ Broader Impact
- ✿ Copyright & Ownership Issues

My background

- _ Faculty at both UCLA's School of Educ & Info Studies
- _ Key specialty area -- Teaching with New Technologies
 - research on Dist Learning
 - edited a special Dist Learning issue of JASIS
 - Taught a variety of Dist Learning classes (Michigan, Berkeley, UCLA, ...)
 - teaching on the Web
- _ Copyright
 - author of 2 articles
 - serve on a National Academy of Sciences panel on Intellectual Property Rights in the Emerging Information Infrastructure
 - probably the only Distance Learning practitioner who testified before Copyright Office Hearings on Distance Ed

Understanding Distance Ed

- _ Distance prep takes **much** more time than conventional lectures (by orders of magnitude)
- _ Framing Distance Activities-
- _ Infrastructure & Delivery Issues-
- _ Role of Instructor & Instructional Support-
- _ Broader Impact-

Framing Distance Education Activities

- ✿ delivery channels-
- ✿ time/place intersection-
- ✿ direction of communication
- ✿ backchannel
- ✿ level of interactivity
- ✿ beyond the classroom

"Classroom" Delivery Technologies

- ✿ Videotapes
- ✿ Video Broadcast
- ✿ Fixed Classrooms with Satellite Feeds
- ✿ Classrooms with ISDN Connections
- ✿ MBONE Connections
- ✿ Web-based courses

"Classroom" Delivery Options[^]

	same time	different time
same place	traditional classroom	instructional lab
different place	traditional distance classrooms, video or phone connection	self-paced instruction

Framing Distance Education Activities

- ✿ delivery channels
- ✿ time/place intersection
- ✿ direction of communication
- ✿ backchannel
- ✿ level of interactivity
- ✿ beyond the classroom

Infrastructure & Delivery Issues

- _ Infrastructure & resources needed
 - to support the equivalent of classroom instruction
 - to support interaction between the individuals involved in the educational process
 - to provide instructional support material
- _ Classroom Presentation Differs
 - change in presentation material
 - instructor dress and delivery style
 - interaction between students and instructor
- _ Multi-campus sites-
 - scheduling
 - differing administrative rules
 - differing institutional expectations of students
 - differing institutional expectations of instructors

Logistics Issues

- ✿ Scheduling
- ✿ Differing Institutional Expectations of Students
- ✿ Differing administrative rules for multi-campus sites
- ✿ Differing Institutional Expectations of Instructors

Instructor & Instructional Support[^]

- ✿ Role of instructor & Instructional Support
 - new instructional support personnel
 - new roles for traditional instructional support personnel
 - new tools for instructional support and collaboration
 - new delivery vehicles
- ✿ Locus of control
 - the closer students are to the instructor (both in time and in space) the more control the instructor exerts

Changing Personnel and Roles

- ✿ Technical Support
- ✿ TAs and RAs
- ✿ New Divisions of Responsibility
- ✿ Library & Instructional Resources-

Library & Instructional Resources

- _ Similar access to materials for all students
- _ Licensing issues
- _ Copyright compliance
- _ ILL
- _ Document delivery
- _ Library's relation to instructors

Effective Use

- _ Need to match the type of delivery to the curriculum and the users
- _ (for example,web-based curriculum like this should:
 - be student-paced [not teacher-paced]
 - have interaction
 - be more A/V
 - ...

Issues of Teaching With the WorldWide Web

- ✳ **Management Issues**
 - Multiple Contributors/Collaborators
 - Permission Control
 - Physical arrangement of files
 - Ownership/Maintenance of files
 - Presentation to End Users
- ✳ **Social & Policy Issues**
 - Currency vs. Archiving
 - Privacy
 - Reliance on Technology
- ✳ **Course Modularization**

The Berkeley/Michigan Experiment

- Compare Fixed and Less-Fixed Classroom Spaces⁽¹⁹⁹⁵⁾
 - Test out ISDN connections
 - Examine other variables
- Explore Collaboratory Environments (Methods for Interactions Between Individuals)
 - CUSeeMe + Timbuktu + Phone
 - Netnews-based online discussions
 - Collaborative Web page development
 - MOOs
- Experiment with Online Delivery of Instructional Support Materials
 - Readings
 - Daily news articles
 - Image databases
- Determine Whether Seminar-like Interaction Can Be Achieved Using Distance Classroom Facilities
- Begin Examining the Infrastructure Needed to Support Distance Learning
- Compare Student Experience to Non-Distance Baseline Data

The Berkeley/Michigan Experiment

- ✳ **Goals**
- ✳ **The physical classroom environment**
- ✳ **Course elements and technical methods**
 - "Classroom"
 - Office hours
 - Student work from previous terms
 - Student groupwork
- ✳ **What we learned**
- ✳ **What we still need to learn**

Distance Ed Research Agenda ^(1/3)

- _ **Identify elements needed to:**
 - Deliver instructional support materials
 - Build collaborative environments
 - Develop tools to aid in constructing these
- _ **Examine the infrastructure necessary for:**
 - Distance-independent delivery
 - Curriculum development
 - Support personnel

Distance Ed Research Agenda ^(2/3)

- _ Look at teaching/learning effectiveness by:
 - Time/place
 - Technology used/bandwidth available
 - Amount of interactivity
 - Course content
 - Levels of collaboration

Distance Ed Research Agenda ^(3/3)

- _ Identify and address issues within the social/policy arena:
 - Changing relationships between educational support personnel
 - Methods for resolving intellectual property issues
 - Potential incentives to encourage faculty adoption
 - Appropriateness of distance education for delivery of different curricula and for different student groupings
 - Changing patterns of scholarship, teaching, learning, social groupings
 - Likely changes to University infrastructure, priorities, audience, and funding

Impact of Distance Education ^(1 of 2)

- ✦ The Rhetoric
- ✦ The Motives
 - Who are the advocates
 - Changing the allocation of resources
 - Shifting the locus of control
- ✦ Impact on Instructor and Instructor Community
 - Reliance on Experts
 - Centralized Control
 - Education more subject to Market Forces
 - Diminishment of Cross-Disciplinary Interactions
 - Changes in Power Relationships-

Impact of Distance Education ^(2 of 2)

- ✦ Impact on Student Experience
 - Loss of a Physical Community
 - Distance in Interactions
- ✦ The Squeeze on Higher Education
- ✦ Important Questions
 - What is Appropriate Subject Matter?
 - Is it Viable for the Liberal Arts?
 - What is Appropriate Context?
 - What is Appropriate Methodology?

Changes in Power and Relationships

- _ In the Classroom
 - Instructor Presence
 - Power of the Technician
- _ Between Administration and Faculty
- _ Changes to Education in General

Delivering a Consumer Product:

'The Next University: Drive-Thru U.' by James Traub, New Yorker, Oct 20/27, 1997, pp 114-123 ^{(1/2)^}

- William Gibbs U of Phoenix president: "The people who are our students don't really want the education. They want what the education provides for them, -- better jobs, moving up in their career, the ability to speak up in meetings, that kind of stuff. They want it to DO something for them." (p 114)
- "What was a little hard to get used to, though, was the lack of intellectual, as opposed to professional, curiosity. Ideas had value only insofar as they could be put to use -- if they could DO something for you... Here was a university formed around the idea that practiced experience is superior to abstract understanding..." (p 121)

Delivering a Consumer Product:

'The Next University: Drive-Thru U.' by James Traub, New Yorker, Oct 20/27, 1997, pp 114-123 (2/2)

- Stephen Spanghel, an official with the North Central Association (regional accrediting body) was concerned about "the university's lack of rigorous academic assessment. "They seem more concerned about customer satisfaction." (p122)
- Arthur Levine, president of Teachers College at Columbia University, studied college students who aren't full-time and in residence. He found that "they wanted the kind of relationship with a college that they had with their bank, their supermarket, and their gas company. They say, 'I want terrific service, I want convenience, I want quality control. Give me classes twenty-four hours a day, and give me in-class parking, if possible.' These are students who want stripped-down classes. They don't want to buy anything they're not using." (p 116)

Social Distance

- Stanford President Gerhard Casper cautions that distance learning may eventually lead to the destruction of the residential university experience, and with it the elimination of the experience of socialization and peer interaction, as well as elimination of the experience of challenging traditional values and ideas

- "Come the Millennium, Where the University" AERA unpublished paper, April 18, 1995, p. 8

Copyright and Ownership Issues-

- Issues of Using Copyrighted Materials in Teaching
- Who Owns Distance Education Courses?
- Resources

Issues of Using Copyrighted Materials in Teaching-

- Section #110 background
- Teaching with Distance Ed -- Copyright implications

Section #110 Exemptions

- 1976 Act -- affirmative Distance Ed exemptions
 - performance & display by analog transmission
- Digital Millennium Copyright Act
 - no such exemptions for transmission over network unless Copyright Office study determines it is necessary

Showing Copyrighted Material



Showing Copyrighted Material



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Content Industry positions on Exemptions

- _ All exemptions allow too much leakage
- _ All exemptions harm them economically
- _ Distance Learning is sufficiently robust that it doesn't need any special treatment
- _ Licensing should replace both Distance exemptions and Fair Use

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Educational Community's positions on Exemptions

- _ We need these to teach, particularly timely and relevant courses
- _ Exemptions should continue if we make a reasonable attempt to control leakage
- _ Economic damage from Distance Learning exemptions is slight or non-existent
- _ Distance Learning is still highly experimental and needs special treatment
- _ Licensing is no substitution for exemptions, and is impractical, costly, and dangerous

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Issue of "Performance"

- _ Section 110(2) limits distance "performance" to "non-dramatic literary or musical works"
- _ Educators had difficulty living with this in analog distance settings
 - _ Film-study classes were constantly in violation
- _ Technological changes (growth of multimedia) makes this distinction even more problematic
- _ This provision makes it difficult to study any cultural artifact in a distance setting

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Why do we need Section #110 Exemptions?-

- _ Teaching a Distance Learning Course is HARD
- _ To be a decent teacher, you need flexibility
- _ Licensing schemes and other prior permission-seeking inhibit teaching flexibility
- _ Teachers need to be able to use various types of media, whether they are fictional or not.
- _ Distance Learning and educational innovation will drastically suffer (and probably wither) if the section #110 exemptions are not extended to allow the same performance and display in a distant digital environment that we currently have in the classroom

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Teaching with Technology is difficult, and Distance Learning makes it even worse.

- ✦ UCB Mellon Grant-
- ✦ JASIS-

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UCB Mellon Grant (page 6-1)

- “We need to understand the various obstacles to teaching with digital images before such image use is widely adopted within the instructional process”
- “...current university infrastructures were woefully inadequate for using digital images in the classroom [faculty needed] ... technical support and training, ... time commitment to learn and develop the new technology ...”
- “The complexity of the aggregate components (equipment, training, support, and more) was the overwhelming barrier for most faculty.”

“Issues & Challenges for the Distance Independent Environment”

JASIS, 11/96

- “Students in remote sites pose problems for conventional types of instructional support that take place outside the classroom.”
- “Reserve readings and other course materials pose a difficulty for many distance independent courses. Students at remote sites will often have library services inferior to those at the point of origin. Trying to distribute time-sensitive printed materials is difficult enough in a single-site environment; it is extremely difficult to maintain timeliness in distributing to remote sites. The obvious solution ... is for the instructor to make this material available to remote students over the Internet. But converting and mounting such resources can pose intellectual property and logistical headaches...”

Licensing schemes and other prior permission-seeking inhibit teaching flexibility[^]

- ✦ Much needed material won't be part of any blanket licensing agreement
- ✦ The vast amount of time required to negotiate permission with a rightsholder is prohibitive
- ✦ Licensing schemes are negotiated for general use; the model seldom fits innovative uses of new technologies. In addition, licensing arrangements are unequal partnerships, with the content-holder dictating the terms and the school having to either take it or leave it.

Summary of Section #110 Argument

- Distance Learning and educational innovation will drastically suffer (and probably wither) if the section #110 exemptions are not extended to allow the same performance and display in a distant digital environment that we currently have in the classroom
- Teachers need affirmative classroom and distance learning exemptions in order to “provide for the general welfare” and “promote progress in science and the useful arts” by motivating their students to learn. This is what our country's founders had in mind, and it is exactly what copyright is all about.

Who Owns Distance Education Courses?

- Often team-produced

Who wants ownership & why?

- Universities want to be able to remarket courses
- Professors want to be able to take their courses with them to new universities

Ownership Models

- _ Patent Model
 - University owns right and shares income with faculty
 - Preferred by Administration
- _ Textbook Model
 - Owned by faculty, with no claim by administration
 - Favored by faculty

An example of this contentious area: Drexel

- _ A Drexel administrator has asserted that the School should own all rights to on-line course materials but share these with faculty (patent model)
- _ Some professors say they'll refuse to participate in distance ed if they cede control to administrators
- _ Administrators need to promote faculty interest and excitement in order to get distance education off the ground

Digital Diploma Mills

Before you Embark on Distance Ed

- _ Examine the latest Research
- _ Frameworks and Appropriate Delivery-
- _ Final Advice-

Frameworks and Appropriate Delivery

- _ Certain curriculum is more amenable to certain delivery vehicles (teaching, training)
- _ Certain pedagogical styles are more amenable to particular delivery vehicles (lecture, interrogation)

Final Advice

- _ Make sure the delivery vehicle matches the curriculum and the pedagogical style
- _ Figure out what you really want to do
- _ Make sure it matches your mission
- _ Don't do it for the wrong reasons
- _ Remember to consider the necessary curricular support
- _ Assess the impact on your organization and the target audience

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<http://www.gseis.ucla.edu/~howard>
<http://www.gseis.ucla.edu/impact/Distance>
<http://www.gseis.ucla.edu/~howard/Copyright/>
<http://lcweb.loc.gov/copyright/disted/>
<http://sunsite.berkeley.edu/Imaging/Databases/1998mellon>
JASIS Special Issue 47:11, Nov 1996

END HERE

Journal of the American Society for Information Science 47:11

- edited by Howard Besser & Stacey Donahue
- Introduction to the issue Editors
 - Distance Education in North American Library and Information Science Education: Applications of Technology and Commitment, Daniel D. Barron, College of Library and Information Science, University of South Carolina
 - The Story of Distance Education: A Practitioner's Perspective Judy Roberts, Principal, Roberts & Associates
 - Issues and Challenges for the Educational Environment Howard Besser, Univ of Michigan School of Information and Library Studies
 - Assessment of Distance Education Derek Rowntree, UK
 - The Structure of Complexity: New Models of Teaching and Learning Ben Davis, Getty Art History Information Program
 - Inside-out thinking about distance teaching: Making sense of reflective practice Elizabeth Burge, Univ of New Brunswick Faculty of Education
 - Scaffolded Learning Marcia Linn, UC Berkeley School of Education
 - Impact of Distance-Independent Education Howard Besser and Maria Bonn, Univ of Michigan School of Information and Library Studies

Journal of the American Society--Case Studies

- ◆ Profiles of Synthesis/NEEDS Alice Agogino and Bill Wood, UC Berkeley College of Engineering
- ◆ MLIS Distance Education at the University of South Carolina: Report of a Case Study, Gayle Douglas, College of Library and Information Science, University of South Carolina
- ◆ Planning for the Twenty First Century - The California State College System Stuart Sutton, San Jose State University School of Library Science
- ◆ Collaborative Technologies in Inter-University Education Maurita Holland, Univ of Michigan School of Information and Library Studies
- ◆ Distance Learning and Digital Libraries: Two Sides of a Single Coin Charles B. Faulhaber, The Bancroft Library, University of California, Berkeley
- ◆ Profiles of Distance Education Programs Stacey Donahue, Univ of Michigan School of Information and Library Studies

invoke Fair Use. While the lengthy process to request rightsholder permission to use a work poses no problems for curricular support material used every time a particular unit is taught, teachers cannot follow this time-consuming process when the need arises to teach a unit in a different way.

Often this involves having the students examine carefully selected short excerpts from copyrighted material, and this kind of use cannot economically harm the rightsholder because they excerpts have little value by themselves (and even if they had value, the schools and students have few resources to expend on these).

Copyright and Ownership Issues-

- _ Issues of Using Copyrighted Materials in Teaching
- _ Take-Down Provisions
- _ Who Owns Distance Education Courses?
- _ Resources

To be a decent teacher, you need flexibility.

Take-Down Provisions

DMCA protects OSPs (universities) from damages if a student or faculty posts something in violation of copyright only if the OSP:

- _ Notifies the Copyright Office of a designated agent to receive complaints about copyright violations from rightsholders
- _ Accommodates industry-standard technical measures used by owners to protect their works from unlawful access and copyright infringement
- _ Develops and posts a policy for termination of repeat offenders

Take-Down Implications

- _ OSP must take immediate action to eliminate offending material as soon as a copyright owner brings it to their attention
- _ Even if there's disagreement over whether the offending material violates copyright law, the OSP is responsible for removing the offending material, and can be held liable if they don't