

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues

IN THIS ISSUE

PODIUM

[A New Day for Distance Learning](#)

Don Perrin

FEATURED ARTICLES

[ANNUAL REPORT OF THE UNITED STATES DISTANCE LEARNING ASSOCIATION](#)

[Letter from Chairman of the Board](#)

Dr. Jolly T. Holden

[Message from the President](#)

Marshall E. Allen

[Letter from President-Elect](#)

Glenda Mathis

[Message from Senior Vice President for Chapters](#)

Dr. Philip J. L. Westfall

[Reflections from Executive Director](#)

Dr. John G. Flores

[USDLA Board of Directors, 2002](#)

[Transformation of Oracle University](#)

Dennis F. Bonilla

[Common Sense or the "Duh" Factor in Education](#)

Dr. Wallace K. Pond

[Just-In-Time Report Cards?](#)

Carla Knutson

[An Introduction](#)

Dr. Guy Bensusan

[Index of Articles for 2001](#)



E-learning and
Multimedia Solutions

[E-mail comments to
the Editor](#)



[Download the
complete PDF of this
issue](#)



STUDENT EXCHANGE

TECHNOLOGY EXCHANGE

STATE EXCHANGE

POSITIONS AVAILABLE

EDITORIAL CALENDAR 2002

CALL FOR PAPERS

[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#)
[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

PODIUM

A New Day for Distance Learning

Don Perrin

What a year this has been for Distance Learning! It signaled the end of the battle within academia to prove the viability of distance learning and its technologies, tools, courseware, and pedagogy. Distance learning in its many forms has been adopted by the majority of universities, colleges, and high schools throughout the United States. For some it is enrichment of laboratory experiences on campus; for others it is an extension of the campus to previously unsupported populations of learners. It is expanding the role and effectiveness of the educational system at a time when it is greatly needed for economic growth and improvement of instruction. Rather than replacing teachers it has professionalized the teacher, expanded the learning environment, and enriched learning opportunities for new students and for those returning from the workforce for additional education and training.

Successes are reflected in the pages of the USDLA Journal: Significant studies supporting technology from the National Education Association (NEA) and the American Federation of Teachers (AFT), research findings that verify effectiveness, and new paradigms for peer learning to enrich human and learning dimensions of interactive technologies.

Video becomes simpler to use and more interactive. Online learning is facilitated by faster networks, improved graphics, and powerful computers. Tools continue to push the instructional design that has for so long been based on a culture of words. The cost of hardware and software are plummeting to levels that are affordable for education. For the most part, the limits of the imagination are now greater than the limits of the technology.

Old problems reappear in new disguises. The Digital Millennium Copyright Act (DMCA) intimidates teachers and deprives students of valuable learning resources. Fortunately there has been some correction of the privatization of knowledge resulting from the DMCA. On the positive side, standardization of hardware and software across education, business, industry, and government promises to bring education in sync with the community so it can better prepare students for transition to real-world environments. For the first time in history there has been unanimous support and substantial funding for technology for schools and colleges. We can only hope that the war against terrorism will not deprive the needs of new and returning students in schools and colleges.

In 2001 the USDLA Journal (previously Ed at a Distance) has brought you 70 feature articles, 12 podiums, and scores of interest items in the Student Exchange, Technology Exchange, State Exchange, and Positions Available. It signals the growing health and influence of USDLA in serving the distance learning community. Watch these pages in the coming months for new initiatives that will provide significant support to you as a distance educator and as a member of USDLA.

The editors send you Holiday Greetings and a request for your papers, your ideas, and your visions.

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

FEATURED ARTICLES

[ANNUAL REPORT OF THE UNITED STATES DISTANCE LEARNING ASSOCIATION](#)

[Letter from Chairman of the Board](#)

Dr. Jolly T. Holden

[Message from the President](#)

Marshall E. Allen

[Letter from President-Elect](#)

Glenda Mathis

[Message from Senior Vice President for Chapters](#)

Dr. Philip J. L. Westfall

[Reflections from Executive Director](#)

Dr. John G. Flores

[USDLA Board of Directors, 2002](#)

[Transformation of Oracle University](#)

Dennis F. Bonilla

[Common Sense or the "Duh" Factor in Education](#)

Dr. Wallace K. Pond

[Just-In-Time Report Cards?](#)

Carla Knutson

[An Introduction](#)

Dr. Guy Bensusan

[Index of Articles for 2001](#)

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)

STUDENT EXCHANGE

No Student Exchange articles this month - they will return next month.



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)

TECHNOLOGY EXCHANGE

No Technology Exchange articles this month - they will return next month.



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)

STATE EXCHANGE

No State Exchange articles this month - they will return next month.



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)

POSITIONS AVAILABLE

No Positions Available Listings this month - they will return next month.



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

USDLA Journal

EDITORIAL CALENDAR 2002

Month	Topic	Start Date	End Date
January	Online Learning: Virtual Universities, Community Colleges And High Schools	December 15	December 31
February	Online Learning: Corporate Universities and Training	January 15	January 30
March	Distance Learning: Instructional Design and New Technologies	February 18	February 27
April	Management of Distance Learning: Planning, Research, and Assessment	March 18	March 27
May	MEGA Universities	April 15	April 30
June	Learning at a Distance: Teachers and Students	May 15	May 29
July	The Ivory Tower OnLine	June 17	June 26
August	Distance Learning in Business and Industry	July 15	July 31
September	Distance Learning: Research and Praxis	August 15	August 28
October	Courses and Courseware for Training and Education	September 16	October 2
November	Overview - National and International Trends in Distance Learning	October 16	October 30
December	USDLA FISCAL YEAR 2002 ACCOMPLISHMENTS & FORECAST	November 18	December 4

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In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

CALL FOR PAPERS

The **USDLA Journal** is a refereed publication of the United States Distance Learning Association. It focuses on distance and open learning and their integration into education and training worldwide. Specific topics include: research, innovations in teaching and learning theory and practice, curriculum design, technology, learning from television, online learning, interactivity, peer learning, learning objects, administration and evaluation of distance education programs, legislation, policy frameworks and analyses, institutional change, education-industry partnerships, and other topics related to learning at a distance.

The USDLA Journal is published online monthly. An interdisciplinary panel specializing in distance education reviews all submissions.

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Submission of Articles

Length: Article submissions are usually from 2,000 to 5,000 words in length. Articles of greater length are published when the topic and treatment merit it.

Format: Papers should conform to APA standards. Please include a brief biography of the author or authors, mailing addresses, and email/phone contact numbers. Indicate address (usually email) to be published with article.

Copyright Clearance: If you include materials that require copyright clearance or permissions, please provide contact and email address.

Word Processing: Word, Rich Text Format (.RTF) or ASCII Text is preferred. Attach files to email or send as a diskette with one laser-printed copy.

Graphics: Where relevant, include separate files for photos, line illustrations, charts as email attachments or on diskette. .GIF or .JPG files are preferred. We can convert from most Adobe and Microsoft graphic formats.

Contact Info:

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[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#)
[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)

PAST ISSUES

2001

[January](#)
[February](#)
[March](#)
[April](#)
[May](#)
[June](#)

[July](#)
[August](#)
[September](#)
[October](#)
[November](#)

2000

[January](#)
[February](#)
[March](#)
[April](#)
[May](#)
[June](#)

[July](#)
[August](#)
[September](#)
[October](#)
[November](#)
[December](#)

1999

[April](#)
[December](#)

1998

[August](#)
[October](#)



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)

ANNUAL REPORT OF THE UNITED STATES DISTANCE LEARNING ASSOCIATION

[Letter from Chairman of the Board](#)

Dr. Jolly T. Holden

[Message from the President](#)

Marshall E. Allen

[Letter from President-Elect](#)

Glenda Mathis

[Message from Senior Vice President for Chapters](#)

Dr. Philip J. L. Westfall

[Reflections from Executive Director](#)

Dr. John G. Flores

[USDLA Board of Directors, 2002](#)



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

[In This Issue](#)

[Podium](#)

[Featured Articles](#)

[Student Exchange](#)

[Technology Exchange](#)

[State Exchange](#)

[Positions Available](#)

[Calendar](#)

[Call For Papers](#)

[Past Issues](#)

Letter from Chairman of the Board, Dr. Jolly T. Holden

Dear USDLA Members and Sponsors:

During the past year, the distance learning profession has witnessed an enormous growth unparalleled in our rich history. Our profession is at the dawn of a new era in distance learning. Ours is not an intuitive profession. As learners and practitioners, we will constantly be challenged to defend the application and adoption of distance learning. The architects of this evolution have at their disposal a vast array of technologies by which to develop and distribute distance learning courses. But our profession is not about technology, it's about people. It's about providing quality education and training. It's about focusing on the learner and the instructional process. We must build upon the research but at the same time challenge the very essence of that research. We have, over the years, seen our profession moving from an experimental environment to mainstay; from faddish to mainstream; from a cottage industry to a sustainable and viable industry. Now, we must strive to build upon what the pioneers have forged and our predecessors have endured.

The USDLA is well prepared to meet the challenges and expectations of our profession as we confidently navigate through the technological innovations of our time. Over the years, the breath and depth of the USDLA leadership has increased significantly-it's experience solidifying the very core of its foundation-embodiment of the very essence of our charter.

As my term of Chairman of the Board comes to a close, the dynamic new leadership of the USDLA will provide the beacon of stewardship to guide us through the numerous challenges confronting our profession. We find our strength through the vibrant membership we serve and the professional community we represent. We build upon the past so we may provide a better service and stronger organization in the future. Thank you for providing me the opportunity to contribute to this exciting profession and the privilege of being a part of this world class organization.

Sincerely,

Jolly T. Holden, Ed.D.



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

A Message from President, Marshall Allen, to the General Membership

" & More and more people around the world are using interactive media to link distant locations. Many others are exploring potential uses in their organizations. Why? Because changing communications needs require better technology, and new applications. Many are considering teleconferencing which brings people together for immediate interaction, spanning geographic distance and overcoming time and energy constraints. This capability has led people to adapt teleconferencing to meet multiple communications needs including meetings, education, training, consultation and other functions. &"

Those statements were made more than twenty (20) years ago but could have been made today. Since, in order to meet the challenges of this global economy, we need to invest in capacity building, training, knowledge creation, and decision-support. Information and communications technology can be essential tools to deliver content in ways that are timely and of high quality. The return in terms of economic benefits far outweigh the investment costs. The creation and sharing of knowledge needs to be organized, planned and facilitated since it resides at various local, national and global levels.

Today, colleges and universities are responding to changes in the student body. Institutions are addressing the problems of students who are working toward degrees while holding down jobs and raising families; people who are geographically disadvantaged, as they live in rural areas, refuse to be bypassed by the information highway. High schools are urging students toward a college education in a time when even more stringent requirements exist.

As I noted in a recent newsletter, and I think it is worth repeating here for the Annual Report: Ideas and visions really are just dreams if they are not taken to the next step. Ideas and visions only become reality when they are communicated to others, refined, defined, and have a realistic timeframe and action plan that will cause them to truly happen.

Twenty years ago we were just philosophizing and proposing what really could happen if we truly would embrace and apply technologies in an appropriate manner. Now we have outstanding examples. If we think about the flock of geese I referred to in that newsletter, and noted how each bird is benefited by the one in front of it, the entire flock has a greater range than if one bird flew alone. We are at a point with USDLA where we are not a bunch of individuals going in our own separate directions without some sense of community or some sense of the need to support someone else's vision or dream. We are staying in formation, we are encouraging others & we are the leaders!

In summary, let me thank each and everyone of you who have participated as a member of the Board of Directors for the past year, I hope I have been able to bring to this Board a small portion of what I have gained from working with each and everyone of you as individuals, but yet individuals who are committed to a common goal and that common goal is insuring that USDLA is indeed respected for the leadership and guidance that it brings to all distance education.

Sincerely,

Marshall E. Allen



President

[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#)
[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

Letter from President-Elect, Glenda Mathis

Dear USDLA Members and Sponsors:

It is certain that 2001-2002 will offer many challenges for all of us and at every level of our lives. Despite those challenges, there are always opportunities in our midst.

I believe that USDLA is one of those opportunities.

- It's an opportunity to network&to connect with companies and organizations with complementary objectives.
- It's an opportunity to learn&USDLA Journal, industry newsletters and associated publications keep us informed on the latest research and on the latest industry statistics.
- It's an opportunity to collaborate&to diversify our range of expertise by getting together with colleagues from other regions, other states, and even other nations.
- It's an opportunity to contribute&to recognize that the work that each of us does offers a unique perspective for others in their initiatives. The more we know, the stronger and more mature our industry becomes.

It's an opportunity to stay current&through events like the Policy Forum, the Telecon events and the other public activities that bring in the voices of industry leaders, legislators, educators, and end-users.

While membership in a professional association like USDLA may challenge our time and our energy, these are the things that remind me that USDLA is one of those opportunities in our midst.

I feel very fortunate to assume the presidency of USDLA at this time in our history. So much commitment has gone into building and sustaining this organization and as a result, there are many achievements.

- We have a strong infrastructure with policies and procedures to guide our decision-making.
- We have an experienced Board of Directors, dedicated Committee Chairs and an organization staff that is committed to representing the needs of a diverse membership.
- We have an impressive array of corporate and organization sponsors that contribute generously to our organization and its initiatives.
- We have a membership profile that assures USDLA is the best source of information on distance learning.


We have a rich history that has given us a clear purpose and dynamic goals.

With all of this going for us, USDLA itself has an incredible opportunity and that is to impact and serve the distance learning profession. As an organization, this is our challenge for 2001-2002 and it is one more opportunity in our midst.

Thank you all for being a part of this association. I encourage you to participate.

Visit the web site. Write letters. Tell us what you need. Give us feedback.

Come to the events. Let someone know that you would like to serve on a committee. Help us stay accountable to our purpose and our goals. These are the actions it takes for us to individually and



collectively maximize this wonderful range of opportunities we have available to us in the year ahead.

Sincerely,

Glenda Mathis
President-Elect

[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#)
[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

A Message from the Senior Vice President for Chapters, Dr. Philip J.-L. Westfall

Since the last report, we continued to implement the strategic plan for chapter development, which was developed the previous year. A summary of accomplishments under our major goals follows.

Goal 1: *Establish active chapters in all 50 states and territories.* We have made some progress in adding new founders to our list. In the past year, five more states took the initiative of founding their own chapters. We have added only one more chapter to the active status this past year—a little disappointing, but having all the chapters secure their own 501(c)(3) status is no easy task. Nevertheless, progress was made in reaching our goal of having an active chapter in each state. I am very grateful to John Flores, Executive Director, and Marshall Allen, President, for religiously participating in our monthly chapter meetings—a strong vote of support for our chapters. The Chapter Manual was updated, and new constitution and bylaw samples are now available. These reflect a closer association with Roberts Rules of Order and some additional items gleaned from other chapter samples. We came to the aid of the Federal Government DLA, which had experienced difficulty in setting up its finances. Under special provisions by USDLA, we helped them establish a membership base of dues-paid members and offered them a revised constitution and set of bylaws. FGDLA is under new leadership. It is getting significant help in updating its web site thanks to our Chairman of the Board, Dr Jolly Holden, who brought to FGDLA a company who will do pro bono work for the chapter.

Goal 2: *Promote national & chapter membership growth.* Whereas our handbook was expanded to include strategic planning for membership growth, the chapter presidents expressed a desire for a conference on chapter leadership. Thanks our California Chapter ADEC, a leadership conference has been planned and is being offered in April of 2002. We hope this will turn into an annual gathering of chapter presidents and founders.

Goal 3: *Help active chapters transition to independent nonprofit DLAs.* With the revision of the articles of incorporation, and the updated Handbook for Chapters, each chapter can now go forward and incorporate independently. Special thanks go to Holland & Knight, our pro bono attorneys, who provided boilerplate application documents to incorporate into our handbook. Chapters should now have sufficient information to incorporate on their own and secure their 501(c)(3) status with the IRS.

Goal 4: *Expand & clarify role of VP for chapters.* With the new rules for election and term of office in place, for the first time, the chapter presidents directly elected their new representative. Mary Anne Havriluk, former chapter president of the Florida DLA, assumes the position of Senior Vice President for Chapters at our annual meeting.

I am concluding a two-year term as Vice President for Chapters, and I am very pleased to have participated in helping USDLA mature as a Chapter-based organization. As we did last year, we end this year with a high degree of optimism knowing that we are poised for growth and that we are providing real value to those who are in the distance learning field.

Sincerely,

Dr. Philip J.-L. Westfall



Senior Vice President for Chapters

[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#)
[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

REFLECTIONS&

From USDLA Executive Director John G. Flores, Ph.D.

For USDLA, FY01 represented a year of continued growth, change and risk. The Association continued to develop and prosper through new partnerships, affiliations and corporate sponsorships. Moreover individual memberships coupled with an increase of active state chapter associations also contributed to this positive direction. On the national level we became more assertive and effective in state and national policy deliberations impacting the distance learning industry. Our Executive Committee and Board of Directors under the leadership of President Marshall Allen demonstrated resolve, commitment and common sense on the many issues facing the Association.


Overall the primary goal of the Association has been the quality provision of membership services. Publications, conferences, product discounts and most importantly the networking of people have been foremost. We continue to search for new opportunities, revenue streams and the creation of membership benefits. Through Strong leadership and a focused direction our reinvention of USDLA continues. Your monetary and human support is what fuels this rebirth. Fiscal Year 01 has been a time of change and expectation in the distance learning industry. It seems everything in the distance learning vocabulary has become e-something. Nonetheless USDLA continues to represent all its constituencies of Pre K-12, higher education, homeschool education, continued education, corporate training, military and government and healthcare and telemedicine.

Our mission remained focused in the support for development and application of distance learning using various technologies, delivery methods and application. Our goals remained targeted:

- Providing national leadership in the field of distance learning.
- Providing current information on distance learning
- Representing the distance learning community before government policy and regulatory bodies.
- Serving and supporting the state, consortium and Individual organizations that belong to USDLA.
- Providing annual recognition of outstanding achievements in distance learning.
- Serving as a catalyst for the formation of Partnerships among education, business, healthcare and government.
- Achieving a global leadership role through liaisons with international organizations.
- Promoting equality and access to life long learning through distance learning.
- Promoting diversity among our organization and its programs.

Advocating and promoting the use of distance learning.

Our major events continued to be the Telecon West Show and the e-learning show in partnership with Advanstar. FY01 also brought a successful policy Forum to USDLA members and our publications continue to improve in overall content and quality. Moreover State Chapters continued to grow and regional conferences held by various states were quite successful. Our



distance learning awards program recognized the best of FY01 and the quality of submissions were excellent.

As an association we continued to evolve raising expectations and levels of deliverables. FY01 has been another year of accomplishment. Our hope is to continue that trend.

[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#)
[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



[E-mail comments to the Editor](#)



[Download the complete PDF of this issue](#)

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[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#)
[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

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State Exchange

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Past Issues

Editor's Note: The United States Distance Learning Association's National Policy Forum, April 16th and 17th, 2001, Washington, D.C. brought together leading educators from academia and industry to focus on serious issues within the new technology based education venues. The entire proceedings are currently being edited by Dr. Michael Simonson, Nova Southeastern University, Florida and will be published by USDLA in the coming year. We have selected and edited the interesting and provocative keynote delivered by Dennis F. Bonilla, then Vice-President, Oracle University, Americas Division.

United States Distance Learning Association

National Policy Forum - Keynote

April 16 - 17, 2001

TRANSFORMATION OF ORACLE UNIVERSITY

Dennis F. Bonilla

I thought I would give some background on Oracle's transformation to an e-learning business in the two years I have been here. When I came to Oracle, it was purely a brick-and-mortar business, a very large brick-and-mortar business, and we've been undergoing transformation for the last two years. We're not there yet; in fact, quite a long way from there. I want to share with you some the changes we've made, what has caused the transformation, what's still left to do. Then I will talk a little about some things we're doing in the non-corporate world.

I know Oracle may or may not be a household name to some of you. It's not Microsoft, but it is the second largest software company in the world. In addition, we have a very strong philanthropic arm to Oracle, and I will talk a little bit about what we're doing in high schools and universities and grade schools to try to accelerate the use of technology and education via that technology.

The Internet changes everything. I think most of us who have had some money in the stock market on Internet companies probably say, "Well, it changed my stock portfolio and my 401(k) plan more than it changed anything else in my life, especially over the last year." Five years ago, Larry Ellison, our Chief Executive, made a bold statement in a conference in Paris and has been following it up. I think what really happened to us over the last couple of years is a reflection of some of that technology as it has been enabled through the Internet.

But what we've found is, regardless of the technology and regardless of the age, is really an issue around people. The biggest resistance to change was around the people factor, even within our own company. And this is a company that implements technology all over the world for many global customers. Internally, we have found a lot of resistance to changes we've tried to implement over the last two years.

These questions before the panel concern all of us: Are the nonprofit universities selling out? Will big business eventually dominate the education sector? Can the old school mentality adapt to



E-learning and
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online degree granting? That's a big issue with many people in this room. Is the paper worth the paper or is it not worth the paper? Is the Internet the proverbial golden goose? Who owns intellectual property copyright? And the big issue is - are students better off in the end?

Some quick facts on Oracle. It's an information management company. We sell technology around databases and technology around applications. Pure and simple, we have an e-business infrastructure technology that we sell and we have an application layer that sits on top of that.

Our main competitors in the application space are PeopleSoft and SAP. Some people would say Microsoft, but we really don't view Microsoft as a challenger in the space that we play in. On the database side, certainly IBM and Microsoft own a part of that market. We are certainly the largest database company in the world, with about 45 percent of the market share around database.

About 1.4 million developers are on the Oracle Developers Network developing software applications around our technology. Millions of users, probably a majority of the world's Fortune 500 companies, operate some sort of Oracle in their corporation, either on the database side or on the application side.

When I first came to Oracle, Larry Ellison gave out the edict to the press, "We're going to save a billion dollars." Everybody thought he was crazy, including me, because I didn't really know where we were going to get a billion-dollar savings. He was very outspoken about that and said "We're going to do it," but basically never told us or told the press at that particular point how we were going to do it. I would like to talk to you a little bit about how that transformation was accomplished. We saved those billion dollars. He said we would do it in two years. We did it in 18 months. We're on our way to saving the second billion. I think the second billion will be a lot tougher than the first billion, especially given the current economic climate and the drop in sales and revenue around technology in general. A lot of the first billion dollar savings had to do with how we integrated and used our own software. It also had to do with how we started transforming the education business from a brick-and-mortar delivery mode to what I call a very blended mix model of online and off-line delivery.

The reason I bring up our billion dollar saving is not as a commercial for Oracle; basically that was the mandate that was given to us from Larry. We had 90 subsidiaries around the world. We had 90 e-mail servers. We had probably 45 financial systems. At any given point in time, Larry could never tell you how many people actually worked at Oracle. This was from a company that specialized in database information and it drove him nuts. One of the things that we decided we had to do in order to be a global company was to simplify a very complex business. How do you go from 90 e-mail servers down to two? How do you go from 45 financial applications around the world to one? This does not come without a lot of pain and suffering from the 89 other countries that said, "I don't want to be the one to compromise. I don't want to be the one to simplify. I think I have the best practice. I think our content is better than AMEA. Well, I think Asia Pac has the better content." How do you do that? How do you get 45,000 employees, 90 countries, to all accept a single, uncomplex business? It was not a very easy thing to do.

One of the things that helped is that Larry decided that the only way we could succeed was to simplify the business on common software. He threw out all applications and all software that was not plain vanilla Oracle software. Those of you who are in the education business, which hopefully most of you are, know that a lot of this has to do with proprietary software. You have your own application, the way you run business, and the way you want things done. Now, all of a sudden, you have to throw all that away and compromise on common processes around the world and common business practices that may or may not be supportive of the way you ran business before. It is a very, very painful process. The ultimate goal, if we were really going to become an e-business, would be to show a common face to the customer. That included all of our sales channel, our Web store, and our customer service.

We had 90 different ways of looking at the customer and 90 different ways that people could come in and buy services and products on the Web. On the other side, we had to extend that out to our supply chain. We had suppliers and partners that had to interface with our customers. How do we do that? How will we be able to do that seamlessly? Then additionally, internally, one of the biggest things is we had to drive things to sell service. We couldn't have complex systems that required a tremendous amount of training and education just to get people to do the common

practices. So there were four things:

1. we went from thinking local to global,
2. we went from an internal focus to customers and supplies,
3. we changed from an administrative task to self-service, and
4. we moved from just counting the number of transactions that were occurring in the business to understanding what the business was really doing.

We're still in that process. We started the implementation in the U.S. about eight months ago. It was very painful in the U.S., being the largest contributor to the company. The U.S. is about 50 percent of Oracle's revenue. And if that part of the business was going to fall off the tracks, then certainly the rest of the world was going to go through a lot of pain.

Some facts around the e-education market: the Higher Ed market represents about \$225 billion a year. 1.1 billion of that is online; 7 billion is expected to be online by the year 2003. It's a big market. That's why there are 90 different Learning Management System (LMS) vendors and probably 200 different e-learning service providers. If you look at the Expo outside, there are probably several hundred people who are going to be exhibiting, and claiming they're the leader, they're the best, they're the largest, and they've got the best solution. In reality, it's a highly fragmented market and does not have any leadership. Everybody is just jockeying for position at this point.

There are 4,000 public and private institutions in this market and 14.5 million students, of which 1.4 million enroll for online courses. So approximately 10 percent of the student population is currently using some sort of online courseware. The largest nonprofit institution has 49,000 online students. Anybody guess which institution that is? University of Phoenix. 49,000 students. The largest for-profit has 90,000 students. Over 3,000 academic education institutions offer Web-based classes. That's 75 percent.

The big media companies are moving in. There are 1,800 corporate universities. When we started the transformation from Oracle Education to Oracle University; there was a big discussion as to what we were going to call this new entity. There were a lot of objections, including many from people on my staff who felt that the term "University" was very inappropriate for what we were trying to accomplish. Oracle is not a degree-granting institution. It really implies many different legal things outside of the U.S. If you go down to South America, the term "university" is a very explicit legal entity. But here we were trying to be a global business, driving the name, and really it came down to one thing: That's the name Larry wanted. That's the name that Oracle University became. After months of discussion, the decision was made.

E-learning in the corporate market represents about \$11.4 billion of a \$503 billion pie. Standards have finally been endorsed. Venture capital funding, which last year was quite abundant, was about \$3 billion and dropping quickly.

It is very, very difficult to get venture capital funding. And what we're seeing right now is something that was predictable and we see it all the time. In the '70s, there were probably 25 major application software vendors in the United States, obviously led by IBM. That dropped down to about three or four in the '80s. In the '80s, there were several dozen application vendors in the client server area. That's down now to about five. As the technology changes and the era changes, there are very few vendors who survive the transformation from one era to the other. It's just very difficult to do.

What we're seeing now, especially in the e-learning space, is accelerating and consolidation. There's a lot more rationalization going on. Every week there is some announcement of some company partnering or buying another particular arm for e-learning or e-education space. If you don't have an LMS, you want a partner or buy somebody who has an LMS. If you're a service provider, you want to partner with somebody who has content. If you're a content provider, you want to have somebody who has services. What companies are really looking at is how to provide a simple solution to the client base because the clients really have to trust a brand. Clients are not really going to trust anybody. They need to trust a known brand, so they'll go and migrate in flocks to those companies/vendors they feel comfortable with from a brand name perspective. I think from the 90 LMS vendors that are out there today in the e-education space, in six to eight months there

may be four or five at the most. There is just no way 90 vendors in the LMS space will be able to survive. It just can't happen.

It probably sent shivers down your back as it did mine when MIT announced it has a ten-year plan to put all its online courseware for free on the Internet. Later, when we talk around the issue of intellectual property and content, there will be more universities putting courseware online for free. So those content vendors who are trying to position themselves as content providers wonder how they will compete with an MIT that is willing to give you all content free.

These are the really big challenges that are going to be coming up in the next couple of years. I believe that there are going to be, just like in every other transformation, two or three major vendors and players who will emerge stronger because of market conditions, who will consolidate, who will get a position of strength and who will become leaders in that space until the next wave hits. What that next wave is, I can't predict at this point. I'm not sure what's there after the Internet and e-education. I'm sure somebody will come up with some fancy term. I, personally, am disappointed that we add "e" to everything. I'm guilty of that myself, but I believe in learning and education, and the "e" is just a trendy buzzword that, hopefully, will pass away. Learning is learning, and the technology or the driver should be transparent in the learning process.

Why is e-learning so important for us at Oracle? Well, for us, it's a natural extension of our whole e-business transformation. We believe that you can't become an e-business unless there is an e-learning component to that transformation. We believe that you can't claim to be an e-learning organization unless you have e-business infrastructure and practices to support that. You can't have one without the other. We're trying to dominate from an e-business perspective. E-learning is a logical extension of that particular strategy. We believe that e-learning is really the key in terms of maintaining that competitive advantage.

There are four things that I looked at when we started this transformation. I have a thousand wonderful, talented instructors in my organization, a thousand. But these thousand instructors are only able to touch 24 students per week in each of the classrooms that we had. My challenge was to get those thousand talented people to touch, not 24 people, but a thousand people a week, maybe even 2,000 people a week without having to hire ten times the number of instructors, without having to build ten times the number of facilities. We weren't really interested in becoming a larger real estate vendor. We weren't interested in building more classrooms, more real estate space, but we were interested in having those instructors and their knowledge touch more and more people who are implementing the Oracle technology.

One of the things that's important for us is we don't teach anything at Oracle other than Oracle technology. We are not in the business of teaching project management, like IBM is. We're not in the business of teaching the Cisco systems or Novell systems or Microsoft desktop systems. We strictly teach and implement the adoption of Oracle technology. At Oracle University, our main mission is to accelerate that adoption throughout the business world. The only way we can do that is to touch more and more people and to get more people knowledgeable on that particular technology in the quickest, most efficient manner possible. This should be done exclusively in classrooms with face-to-face instructors, although what I still consider the best instruction possible was not going to scale for us. We looked at the Internet in terms of availability, being able to provide that best instruction and content 24 by 7. We looked at it in terms of scalability; how do I get that one instructor to touch 250 students instead of 24? We looked at it in terms of personalization. Everybody has that buzzword going around, "How do I make it *my* learning? I don't want to go to class and be exposed to 40 hours of content when I really only need 10 or 20 hours that are really applicable to me. How do I personalize that, and how is that adapted to my learning style in the best way that I can bring that experience to my job?"

Finally, we had to incorporate because we felt very strongly about this issue of collaboration. We observed, time and time again in our classrooms, the type of interaction among the people in the classroom, how they learn from each other as much as they learn from the instructor or facilitator in the classroom. How were we going to be able to leverage that through the Internet using that particular technology? Availability, scalability, making it personal and maintaining collaboration were key drivers for us in how we designed our model.

What's our vision? We're working toward delivering the right *content* to the right *person* at the

right *time* in the right *context* on the right *device* in the right *way*. That's a pretty hefty challenge. I think we're a long way from getting there, but we're working toward that. How many of you saw the movie, *The Matrix*? Does everybody remember that part when Trinity has to fly the helicopter? Does she have to go to an online course to do that? No, she just sat in the chair. They downloaded the software. It was implanted in her brain. She had the knowledge, skills and abilities to fly that helicopter. I don't think we'll see that in my lifetime, maybe not in your lifetime, but I certainly believe there was a lot of personalization and instant access to a lot of knowledge in order for her to be able to fly that quickly. We may not get there in my lifetime, but I really believe that a lot of that has to do with how you select and drive individualized learning and personalization at the right time in the right place without having to do a lot that isn't needed for that particular person outside of that job environment.

Our university is a pretty big business. For the for-profit side, we do \$600 million a year around the world with a staff of about 1,800 instructors or 1,200 instructor-led course titles. During the transformation, when we looked at our course listing, we found that we had probably about 1,200 to 1,500 courses that were taught around the world, but most of the money was made from the top 20 courses. The rest of the courses were being delivered because the particular product manager, the particular line manager, the particular product specialist felt that his/her particular product was going to be the next big thing and the manager needed to have courseware available in order for the adoption of that particular technology.

We develop about 200 different products a year at Oracle, and maybe one becomes a hit and the other 199 go away. But every one of those product managers feels that the only reason the manager's product will or will not become a hit is if there is education content available for people who want to become aware and actually implement that particular courseware. We've taken that down from 1,500 to 2,000 courses to about 500. We're continually paring down that particular content and curriculum. The big difference is that in the past everything was designed for instructor-led training first. We switched that around and we design everything for the Web first. Depending upon demand, we will invest additional dollars for instructor-led training.

Last year we trained 600,000 students through our classrooms. I think that's quite an impressive number. I didn't realize how big it was until we actually started counting up the statistics from around the world. Those students typically spend, on an average, 10 days per year in our classroom. It takes about two years of calendar time to get certified on a lot of the Oracle technology. If students go to two classes a year, it takes about two years to go through all four or five courses. 600,000 people went through those classrooms last year trying to get through the certification process.

Our transformation can be divided up into four key areas. It's probably the only area you will ever see at Oracle headed in the down direction that's acceptable on a slide. It has to do with decreasing the time to market or decreasing the time to competency on Oracle skills. Our whole objective was to shorten the amount of time that it took for somebody to become competent on the new technology.

A new software release comes out about every six months. A major release comes out about every year. If you look at the amount of work and effort that goes into the major releases, it is not just a minor upgrade, in terms of an interface change, it is a fundamental change in the coding that goes behind the software. It's very difficult to do a real-time launch of the content in education that goes along with that software if you don't change the business processes on how you do that.

One of the first things we did around Internet content was to have the curriculum development team sit in Oracle University. If you were going to write content for new products, those people would actually, physically report into my organization. The product development people would write the code, then we would send the team of our people over to figure out what it is that they wrote, rewrite that into some form of educational, instructionally valid English, translate it into 14 different languages, edit it and pretty it up and put all the bows, ties and ribbons on it and get it to word processing and desktop publishing. By the time the content was ready and the product rolled out, it was six or nine months later. It looked very pretty. It was very nice. But we were now on to the next version of the software. We were constantly out of synch around product-release cycle and content. We made a bold decision. It is very difficult when you've had a process that works, not from a calendar perspective, but in terms of quality and time, to take that group of people and say,

"We're going to put you over on the product development side and now you get to sit with the product people and create curriculum concurrently."

Did it work? In some cases, it did. In many cases, it failed. It failed not because the team failed but because the product development folks had different priorities. Their priority is to write code. The priority of the content development people is to write curriculum. In many cases, the code comes first and then the curriculum. In those cases where the priorities were set and were balanced, the content would come out in a timely fashion. In those cases where they were running behind on the software, well, guess what? The content also was going to lag.

It is the model that we've decided on. We're going to give it a couple more years to try to get it perfected. We've improved drastically from the first year of trying this out, as people learned the new business process and the new responsibilities and accountability. But it was not an easy decision to do that and it didn't work out well in the beginning. We're now seeing much better results. I mentioned earlier that we design for the Web first. And when I say design for the Web first, it's really what I consider disposable curriculum. That may or may not be a term that everybody would agree would be the appropriate words to use. But in many cases, we're willing to design content and curriculum that may only have a shelf life of two or three months and then it's going to go away. The shelf life may be only six months, and then it's going to go away because it will be supplemented with something new.

There was a fairly strong decision on our part to sort of swap that because everybody was in the mind-set that you always had to design for instructor-led training, and the stuff for the Web will come later. We really have to protect our core business around the instructor-led training and not Web development. What we found during that transition is that there is a happy medium between designing for the classroom and designing for the Web. How do you mix and match those up since it's not always going to be Web first? There are some things we know are going to be making their way into the instructor-led arena. How do we do that in a timely fashion? Components for customized learning are reusable content objects. How many are familiar with that term? The term means trying to get economies to scale.

In the past, every line of business at Oracle, including Oracle University, would develop content. We would find that the sales group had its own content; the support group had its own content; the alliances group had its own content. All of the content was either out of synch or out of date because nobody was leveraging the use of the single source.

When we moved the content development back to the product group, one of the other leverage points that we were able to get out was that we would have one single source of content, and that content would be developed in a way that could be reused over multiple media. If it were going to be delivered over video or delivered with instruction books or delivered in the classroom or delivered on the Internet, there would be one single repository for that content. We would chunk the content down into what we call reusable content objects. Then we would assemble and distribute that courseware as best we could from a personalized perspective for what was needed by the student. This was an experiment that was going very well, but not without its hazards around standards and compatibility. How do you actually implement that in a way that really makes sense and drive it all through an e-business solution?

The other area was around Internet sales. What we wanted to do was to try to integrate the Web as much we could with our telesales. We have two educational call centers in the United States. The employees answer the phone, taking registration information for courses. We try to get people to self-register on the Web, but it takes awhile for them to really understand how to move through all the intricacies of the Web site. So, we implemented collaborative software in the telesales centers so that, as people were navigating through the Web, if they ran into a problem similar to what you would find on Lands' End or some of the other retail sites, there is a little sort of a lifesaver help button that you can hit. That help button then rings into a call center, the call center then will have a representative call you up, take control of your browser, and take you through the Web page, with the whole intent being that the next time the student is trying to register for class, he or she will have gone through the experience of navigating through the Web site and won't have a need for a telesales person's help.

We always try to leverage our Internet sales and support division. I used to have my own IT staff in

all my classrooms. Oracle has an IT group. I have my own IT groups, and each of our classrooms had a fairly complex infrastructure set up. We had a whole team dedicated just to keeping the classroom technology and hardware up. As part of the consolidation of these 90 e-mail servers, there was also a consolidation of all the classroom services. All of the servers and content hardware that was deployed around the world and all the people that supported that were transferred over to this global IT group. Imagine the shudders going through my mind when, on a Monday morning, the instructor shows up and that classroom is not set up to start training immediately. You've got to call the help desk and IT support to get that classroom up and running very quickly. When that group moved over to the global IT group, we were not only at the mercy of not just having our own force, but now we were also at the mercy of all of Oracle's needs that had to be filtered through the global IT help desk.

Education may or may not be a priority for a lot of the people on the global help desk. Every time the Web site was down, it cost us about four months of traction getting people to use the Web. If people go to the Web and they can't use it, they abandon it and say, "I'm not going to come back," You have to get them to come back. It takes a long time for people to trust the availability of the Web site. What we found, as we dedicated more and more resources on the global IT site to Web site availability, was our Web registrations have been constantly increasing from the point where we used to only have 5 percent of our registrations being taken through the Web. This year, we will probably have 35 percent of our registrations through the Web and our target next year will be 80 percent of registrations being self-serviced through the Web.

The registrations are very dependent on Web site availability and reliability around that Web site, so when people go to the site, it actually works and it works the way they want it. They can actually get input. They can actually register for a class and get a confirmation letter, via e-mail. If I were to try to find out what class is going on in Toronto, Canada, and I'm in Detroit, before this year, I had no idea if I was registered without going to a separate system. I didn't have one consolidated view, because every country ran its own registration system. This year we're consolidating those 40 registration systems into one global system. I can get a whole global view of what's going on with my instructors and my classrooms in every country around the world. If somebody wants to register for a class in Toronto that's also being offered in Detroit, and the class in Toronto is canceled, that person may be able get into Detroit or may be able get into Ottawa at the same time and get one global view, as opposed to trying to then log into a different country's Web site to figure out when is that class being offered. Not an easy task when we go back though this issue around global processes and simplification.

Canada was very happy with its Web site and registration system. It was totally different from the system we're asking Canada to implement today. But it's really the only way you can get a global view and the global leverage around that and drive Web registration and confirmation, implement everything on standard Oracle applications with no customization. Last year, it didn't make sense to a lot of people when I initially threw this idea out, but I had a company come in who had done a hold yield management strategy for Delta Airlines. I said, "You know, what we're really running here, from a classroom perspective, is an airline management system for filling seats and deciding where we're going to offer those flights and how often we're going to offer those flights and to/from what cities will we offer those flights." So I brought in a company from Atlanta that specializes in maximizing the revenue for Delta Airlines to provide an in-depth analysis of our classroom operations and give us answers to: What are the best practices? What are the things that we are doing wrong from a fixed-cost, fixed-capacity perspective? How do we maximize the utilization of those seats at what price, at what opportunity, in what direction? How do we do discounting? What do you do on a Friday when the class is sort of half empty? Do you offer a special discount? Do you insert in top-level customers to come in, in the next week, to fill up those seats?

What we found, interestingly enough, was that every quarter we would schedule about 30,000 events around the world, and we would cancel one-third of them; still put on 30,000 events, but one-third of them were totally different than what we thought we were going to run at the beginning of the scheduling period. So we were actually very inefficient in our hold scheduling, in our hold demand aggregation model until we were able to figure out how you aggregate demand and how you start doing a prognosis on what people's behavior for coming to classes is. Then you actually set the schedule associated with that particular behavior pattern. That's how you offer

which courses in what cities and then at what price. We found that this particular efficiency has really yielded a lot of results for us this year. Again, not without pain, because, you know, some cities were shut down. Some cities were added, some classrooms were closed down, and some other cities' classrooms were expanded.

And then, on the Internet delivery, two years ago, we had no net classes. By net classes, I mean a typical one- or two-hour or four-hour session that's either asynchronous or synchronous on the Web, either with a live instructor or as a demand pull-down; we had had none, zero. So we instituted net classes. We started a subscription service, The Oracle Learning Network, and we launched an Internet television station called The E-business Network to drive more education and awareness through the online component. We also instituted what we called the thin client classroom. It was very difficult in our classrooms to implement our software because of the amount of download and client side software that was needed. We're changing all that so that there's no download required. All you need is a browser to take our classes.

All the servers are being removed from classrooms and consolidated to central servers in San Francisco. This may not be the smartest decision based on fault tolerance, but that's where our primary data center is. We do have our own substation, so we're not worried about rolling blackouts. We built our own substation about five years ago. But really, the whole intent was to be able to host all the classrooms, coordinate all the classrooms, and administer all the classrooms remotely from the data center. All the instructor needs is to show up on that Monday. All lesson content has been loaded in remotely, and all the student needs is a browser to access the courseware.

We implemented what we called the E-Learning Fast Tracks, and this is the blended model we've implemented at Oracle. Basically, we took what was formerly 25 days of classroom instruction over two years down to 12 weeks. The students spend five days at the beginning of the fast track in a classroom environment with two instructors who will be their mentors throughout the 12-week period. Then the students go away for 10 weeks and do everything else online with facilitator discussions, office hours, online chat, online mentoring, online discussion forums, Web-based delivered courseware; syllabus online; discipline, homework assignments. Everything is monitored. Then the students come back at the end of the ten weeks for one more week of five days in the classroom, and then they're done. What took students normally two years to do in the past, they can finish now in 12 weeks and become Oracle-certified professionals at a lot less cost; less registration cost, a lot less cost in time away from work and, also, less cost in calendar time. We found, obviously, many people are taking advantage of this, not only for the time savings, but also for the marketable skills that they'll be able to gain in a shorter period of time. A lot of people are able to leverage that into either a promotion at their current job or marketability outside of their current employment.

And then the last thing we were missing was a Learning Management System (LMS). We said, "Well, if we're going to become an e-business and we're going to become an e-learning organization, we've got the content. We're very rich, obviously, on the Oracle content. We have the service organization that can implement the technology, but we don't have a learning management system." And quite honestly, there are many good learning management systems out there that we could have implemented. But in true Oracle fashion, with the dictation being that we would only run our own software, we developed and designed our own learning management system; it's called Oracle I-Learning. And basically, it's the delivery platform upon which all learning is delivered at Oracle, either to our customers or to our employees or to our partners. Basically, it's a learning content management system that rides on the Oracle database and has a middle layer of Oracle applications. Except, and this is something I'll talk about a little while, it is a little different from the way we implement the learning management system in a purely hosted model. Oracle, for many years, for its application, would ship out a CD; you get the CD at your corporate site and bring in a bunch of project team people. Everybody works on installing the software. You would spend a couple months customizing it, and then six months later, Oracle would send out another CD, the corporate site project team people do an upgrade, on and on and on and on.

There's a fundamental shift at Oracle, that we will no longer ship CDs. Our vision is, in two to three years, there will be no more CDs shipped. Everything will be a hosted application and people will utilize the software the same way we utilized that light switch when you came into the room. Basically, you came in; you turned on the light switch. You expected the lights to come on. Our

philosophy is, in ten years, people will come into their office; they'll expect the software to be installed, up and running like a utility. You won't even be thinking about: How was it installed? How was it upgraded? For example, how many people know how many changes to the Amazon software were done last year? 58! Amazon went through 58 software changes last year. Did anybody feel that pain? Did you get 58 CDs in the mail to upgrade to the next version? No. Seamless, right? It's a hosted application. Basically, you have a browser. You don't download anything. It's not like AOL, where you have to sort of download the AOL client to your computer. It's basically seamless. You get a better customer experience. You expect the experience to be great and you expect more features. This is the same model that will be implemented at Oracle over the next couple of years. We've already started with our sales and our support systems. Our sales and support applications are hosted fully online, and now, our learning is in fully hosted model. There is no software to ship.

People who utilize Oracle I-Learning are online with our learning management system. We do two releases a year, major releases, that are seamless to you in the background. And, continuously, every week, we are upgrading the features and functions of that particular software. It's quite a fundamental shift in thinking. Larry has decided that this is the way we're going to go. And, you know, five, six years ago; he decided we were only going to do Web-based software. We were not going to do client server anymore, and everybody thought he was crazy, including the president of the company, now no longer with us. But while he was with us, he basically said, "Well, why don't we hedge our bets? Why don't we continue to do the client server software and we'll develop the Web-based software in parallel and everybody will be happy?" Larry said, "No. We're going to do Web-based software, only, and we abandon all client server software." And it turns out Larry's bet and vision were accurate. And there was no risk of destroying the company if the decision were wrong.

Here is another fork in the road for us - timing. - Larry doesn't normally get the *vision* wrong. What he normally gets wrong is the *timing*. He says it's going to happen in five years, we're saying in ten years, maybe fifteen years for implementation. It is probably going to take ten or fifteen years! If he says it's going to happen in two, it's probably going to be five. But typically, we will get to that point in time where that vision of online software, as a utility, will be most of the applications around the world because it's too easy to do it that way. It's less complex and people don't want to spend time and money on complexity and installation. They want to spend time and money on business performance.

There are four investment level models:

1. our product release cycle for in-class, which is our instructor-led class;
2. our online model;
3. the more complex, blended model; and
4. a Web-based, technology-based training model.

We depend upon the demand and we will build content based on what we expect the demand to be. If we expect a very strong product and the demand is there, we'll go all the way up to including having a certification track for that particular software. If we feel the demand is not going to be there, we're not going to invest a lot of time. We're going to stay with investment models one and two, which have what I consider disposable curriculum, content that can be thrown away after 6 or 9 months. You haven't invested a lot to get it up online; you have haven't invested a lot in getting it delivered online, and you're willing to throw it away for new stuff. If it gets to number 3, it takes a lot more time and energy to keep that current. If it becomes the number 4 investment model, which is really more Web-based, technology-based training, it better have some long-term life cycle. And if we're going to have a number 5 investment model, invest dollars around certification, which includes maintaining certification exams, then it better be a long-term product that's going to stay around for a while. If not, we're just going to invest short-term money and short-term content, and it's going to be delivered online.

What this allows us to do, though, is to bundle stuff around. So if you consider what we call the E-Track, which is the integrated training method or the e-learning fast track, this really has all five components of the investment level model or content. So in the e-learning fast track, that 12-week certification track, there are components that have to do with e-class; there are components that have to do with instructor-led training; there are components that have to do with technology-based

training, and there's a certification track at the end of that. If you consider your Oracle Learning Network Subscription, what we were able to do there is we said, "You know what? After these people become certified, how do they stay up on this content? Because our product release cycle is every six or nine months. We don't want them constantly having to pay to come back to class." So what we decided to do was set up an online subscription service for those people who wake up on Saturday mornings and put on an Oracle T-shirt. They're the fanatics who drink the Kool-Aid constantly, and there's a subscription model where they pay a flat fee and they get as much as they want to consume, as much as they want to eat, of fresh content for a year. And we add about 200 hours of this online content every month to the various tracks that are offered. And people can consume it as much as they want when they want. And if they are watching David Letterman at 1:30 in the morning, and they have an urge to go online and take the course, that courseware is available to them for continuous learning after they've gone through the certification path.

Well, you know, nothing talks like money, unfortunately, in the world of business, and they say money is the alphabet. I just want to share with you the financial results that we had the first quarter in the U.S. when we went to the blended e-learning model. And the reason I say only the financial results, because, right now, I really can't tell you the performance results because there's not really an accurate way that I can measure all the performance on the job from those components that strictly had to do with online learning. And quite honestly, I think the jury is still out on whether the effectiveness of online learning has reached the point where job performance can be categorically measured to have shown the same improvement, had they done the same thing in class.

However, if we look at the Q-1-to-Q-1 comparison for the first two years in the U.S. alone, we saved about \$3.7 million, and this is internal training alone - almost \$4 million. Our class enrollments were up for the Net; our total enrollments were up. People took fewer face-to-face classes, but they took a lot more of the online classes. People were willing to try it out. What we found is that some students, at first, were very hesitant to try this. We heard "I still want to go to class. This online stuff, I don't really think it's going to work. What am I going to do with it?" So this is what we decided to do this year -- pretty revolutionary for us -- we said, "You know what? If you're going to take internal training at Oracle, if you want to go to a classroom event, you pay a market price plus a discount. So if you want to go take an Oracle class and you're an Oracle employee, you can take that class, but you're going to pay about 65 percent of what the list price is.

If you want to take an online class, it's free for every employee and for all our partners. Everybody who is an employee and a partner gets a subscription, gets an account to the Oracle Learning Network. And for that account, they get free access to all the content that's on there. They get to use and consume as much as they want for free. And what this really eliminated was a lot of back-end transaction processing that was going on behind the scenes, in terms of, "Well, you know, I took one download, but I didn't finish it, so I had to take another download; but you want to charge me \$25 for the first download. By the second download, I shouldn't really have been charged \$25." We could have spent years just tracking the financial transactions that were going on between the lines of business, trying to find out what their training costs were. We said, "You know what? Forget it. It's not worth it. It's free. Go use it, consume it. Knock yourselves out. And if you want to go to class, that's great, too, but you're going to pay a certain price for that. And if you want to do the blended model, we'll give you a special price on the blended model."

We're really trying to push the online component. Let me review quickly.

This professional subscription is 100 percent Web mediated; it's available globally. It's growing at the scale of 2,000 subscribers a week. Basically, 2,000 new users are being added to the system. The system runs off a single database around the world. One version of the database contains all this content for around the world. And it took about four months from concept to implementation. Pretty quick cycle. So last August, we said, "We really need an online delivery." In October, we launched it. We're targeting about 100,000 new learners by the end of this fiscal year, and again, it's growing by about 2,000 subscribers a day. Right now, there are about 50,000 users that hit that system concurrently.

I want to talk about Oracle's philanthropic arm.

Basically, the Oracle Academic Initiative is our philanthropic arm for high schools and universities.

We have a commitment to work with the high schools and the universities to provide them with free software -- well, relatively free -- with instruction, with content, and with facilities to get people to utilize the Oracle technology in high schools and universities; obviously, with the intent that, when it comes time to work in the corporate world, you know, they're already familiar with the Oracle technology, and that would be something that they would then recommend in terms of purchase. It's a \$30 million annual commitment and basically, that's based on \$500 million list price, which we virtually give away to the colleges and universities. And what we're really trying to do is foster a pathway for these students from entry level all the way up to Ph.D.

About 1,200 institutions, globally, are on the Oracle Academic Initiative, and the program is growing daily. We provide the colleges and universities with recruitment support, certification exams. We provide them with the curriculum. We provide them with free education for their faculties. One of the things that we did last year is we brought in 50 teachers from around the United States, from the high schools, and got them actually certified on Oracle technology so that they could go back to their individual high schools and teach all the Oracle content. This year, we will be bringing in 300 teachers, primarily from disadvantaged communities that are trying to help the communities close that digital divide. We also provide them the software and the support.


Here are Oracle's future directions for the program. We are going to increase the offerings, not only from our technology stack, but also for applications. We're going to provide internships and scholarships to the students and the teachers. We're going to provide some additional programs with corporate partners to provide additional content to the schools, not just the Oracle content, and we're going to have integration with user group activities.

So, as final closing remarks, what do I think are some of the things that we should be able to be do from a distance learning and technology perspective? Obviously, I think we need to integrate the communication, information technologies and teacher preparation institutions. I don't think we do enough of that. We should encourage accreditation associations to recognize the appropriate use of distance learning. I think now with the NEA and the AFT endorsing online standards, we're going to see a lot more support of the online communities. We must ensure rapid deployment, effective use of the infrastructure, and ensure that high quality learning materials evolve and are maintained by continuous support program development, including distance learning options. And we must, obviously, maintain protections for copyright to accommodate digital technology. Copyright, I think, is one issue that will continuously appear to be controversial, who owns the material or technology; how do you protect it; how do you keep it sacred? How do you continue to relate the academic institution, the professor who creates and owns the intellectual content with Oracle as creator/owner of the learning objects?

We need to continue to have affordable infrastructure access. One of the things that was proposed four years ago at this forum was free Internet Service Providers (ISPs). I'm not sure where we are on that. The government in Columbia, South America, provides free e-mail service to all the students in the country and to the people. Everybody gets an e-mail address, everybody gets free ISP service and nobody gets denied access to the infrastructure. Now, what the Colombian government has to worry about, obviously, is getting the content appropriate for the population. But the government really feels that there are important needs to be met for the country to move forward: - the need to continue the development of low-cost Internet appliances and the need for these appliances to be portable from school to home to college.

Everywhere, these needs should be, I think, government funded, as part of the contribution the government should make to education. Government should provide free ISP for low-income neighborhoods and other non-school entities, and additional participation in online learning communities. There should be more interaction, collaboration, and software access. I think there's a lot of good collaboration and software access *not available* to the schools. These should be available in order to promote community involvement. And support services should continue to be digitized. We're seeing a lot of universities doing this and it should be continued.

I'll end by quoting the Web-based commission in December: "There's no going back. The traditional classroom has been transformed." I think it's the most exciting time since I have been in education. I've been in the education and learning field for 25 years, started off with the lesson plan hidden in the file folder that I didn't want to share with anybody. I think we'll see a big shakeout in the coming 16 to 18 months, and it's going to be an exciting time around learning. Hopefully,



someday the "E" will drop out of e-learning.

I thank you very much for your time.

About the Author:

Dennis Bonilla is currently Chief Executive Officer of Madsyn, a leading company in multimedia solutions for the health-care industry. At the time of this keynote, he was Vice President, Education Division for the Americas, Oracle Corporation. Dennis is also a member of the Institute for Telecommunications OSU Advisory Board. Before Oracle, he was at General Physics Corporation serving as VP for Global Business Development. Dennis has an MBA, a Master's of Science, and a background in nuclear engineering.

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Editor's Note: Dr. Pond is an extraordinarily gifted, insightful educator. His focus on "the disconnect between what we know and what we do" is compelling. We feel that some of the powerful successes in student achievement within asynchronous learning may occur, in part, because the technology provides the "reconnect." We are grateful to have permission to share with our readers Chapter 1 of Dr. Pond's newest book, "The Lights are On, Is Anybody Home? Education in America."

Common Sense or the "Duh" Factor in Education

Wallace K. Pond

The business of education is not to prepare students for life.
Education is life itself. - John Dewey

Introduction

One of the problems in education, perpetuated by educators, is the tendency to divorce the tangible, human, obvious day-to-day realities from the problem solving process. A good example is the fact that an entire content discipline (not to mention a small industry) has arisen and thrived called "classroom management." Certainly, managing classrooms is an ability we would like teachers to have. We want drivers of automobiles to be able to steer too, but we don't have a two credit section of driver's training called "Steering Methodology." This is because we see driving as an integrated set of skills. Likewise, we discourage drunk driving, not just because it impacts one's ability to steer, but because it breaks down the entire process, skill by skill, of driving safely. In the classroom, students who are "well-behaved," or "on task" to use a frighteningly misapplied term, are focused and behaved because, generally speaking, they want to do what they are doing. Well managed classrooms, in which great learning occurs, are successful by and large because teachers meet students' needs, not because they have sophisticated mechanisms for manipulating student behavior. I will discuss this issue in greater detail later. Similarly, I believe that successful schools are those that truly put kids first. There is no "one size fits all" model for this, but a commonality among the great schools I have worked in or observed in is that the educators in them develop and implement rational procedures and structures. In other words, what they do is designed to achieve the goals they have for the children they serve. And importantly, those goals are, in fact, for the students.

The approach I advocate for "classroom management" above is the approach I've tried to take in this book. For example, much of today's teacher training, as well as practice in schools, suggests that classroom management is a discreet set of teacher skills and classroom policies for manipulating student behavior and learning, and that they are somehow disconnected from curriculum and pedagogy (what is taught and how it is taught). This is absurd. True "classroom management" is a holistic approach to meeting student needs in terms of curriculum, pedagogy, learning climate, and other non "academic" issues as well, which I will discuss in detail in several of the chapters ahead.

My hope is that this book takes a similar holistic view of systemic issues described in reader-friendly terms. While I will address aspects of theory which are essential to good practice, it is my hope to not lose sight of the big picture-the human endeavor of teaching and learning and the often common sense insights that make the enterprise more rewarding and successful.

Chapter 1

In the next 25 years or so we will look back on education of the 20th century as barbaric, somewhat akin to comparing medicine of the 20th century to that of the 19th, when barbers were cutting open "patients" with no anesthesia, no antiseptic, and little idea of what the surgery would produce. Part of the problem is a failure to apply what we know about teaching and learning to the practice of teaching and learning. New brain research in particular may begin to change this. Another problem is a failure to use common sense. We already know, for example, that most adolescents do not function optimally (I'm being kind) early in the morning. Most of us actually were adolescents at one time or another, and a lot of us have taught or raised them. We know from experience that most adolescents struggle early in the morning. Moreover, there is now also a convincing body of empirical research which explains why this is so (Weiss, 1997). Young people in the throes of puberty are biochemically (hormonally) different from children and adults. This impacts them in significant ways, one of which has to do with internal, or biological clocks. Specifically, most adolescent brains release melatonin, a "sleep" hormone, later in the evening than do children and adults. Yet despite our common sense and empirical data, we continue to schedule junior and senior high school classes as early as 7:00 am in many schools, which requires many students to actually begin their days at 6:00 am, or even earlier. Then we fret and complain because the ingrates are *falling asleep in class*.

Another classic example of the disconnect between what we know and what we do is the current academic calendar. There is not one shred of evidence to suggest that a nine month school year with short winter and spring breaks, and a *long* summer hiatus, is in any way appropriate for optimal learning. As many of us are aware, the current school calendar is *over a century old* and based on an agrarian model of society that now applies to roughly 3% of American students. Despite popular opinion, spring break was not designed for trips to the beach. It was put into the school calendar so that students could help their families sow the fields. With few exceptions, the entire American educational system follows a calendar that schedules breaks and disrupts students' learning for three months of every year, in the interest of a societal model that *doesn't exist*.

A related "duh" is the segmented, fragmented approach to curriculum in all grades and the equally segmented, fragmented approach to time, particularly in secondary schools. How many of us in the "real world" consciously separate subject matter, resources, ideas and people when we solve problems? Can you imagine if engineers solving problems in the work place could only address mathematical questions from 8:00 to 9:00 am, then not only were forced to switch to physics problems from 9:00 to 10:00 am, but also had to completely change the group of colleagues with whom they were working and were not allowed to refer back to previous work or other colleagues? Then at 11:00 am were switched to yet another discipline? Of course not, because "real world" thinking and problem solving is naturally integrated. That is how our brains function. This analogy could be applied to any "real world" task in any problem solving situation, but amazingly, is painfully rare in our schools. As management "guru" Peter Drucker (1989) says pointedly, "Nothing in our educational system at present prepares us for the reality in which we live and work. Our schools scorn the real world of work" (p.19). While I'm not sure schools actually "scorn the real world of work," I don't believe there is any question that as institutions, schools have managed to create a system in which institutional imperatives, e.g., curriculum development processes, state mandates, teacher contracts, funding issues, etc. rule the day, often not only to the detriment of students, and thus society, but even in the face of overwhelming evidence that much of what we're doing doesn't make sense.

Some school policies not only don't make sense, but are fundamentally punitive. The practice of retaining or "failing" students, and relegating them to the same classroom for a second year is not supported by empirical data or common sense. Statistically, when a student is "held back" just one year, his or her chances of making it to graduation are reduced by 50%. When students are retained twice, their chance of graduating is near zero (Barr & Parrett, 1995). In fact, school "drop outs" are five times more likely to have been retained than their peers who stay in school, and a study of 9,000 youth in the journal *Pediatrics* found that nearly 1 in 5 children who fails a grade develops serious behavioral problems as a teenager (Rusch, 2000). In a review of 63 empirical studies on retention, Thomas Holmes, an education professor at the University of Georgia, found that "retention harmed students' achievement, attendance record, personal adjustment in school, and attitude toward school" (Kelly, 1999, p. 2). And worse, the majority of students who are retained

remain behind their peers academically for as long as they are in school.

Retention would be analogous to physicians prescribing aspirin for bacterial infections despite overwhelming evidence that aspirin doesn't fight infections, then continuing to do it over and over again. Why would we think that subjecting a student to an experience that clearly didn't work the first time will magically work the second time? Even if a child learns most of the material the second time around, it is still old material! With rare exception, usually for emotionally immature students, retention simply subjugates students to an approach that didn't meet their needs to begin with. More often than not, the result is a further decrease in self-confidence and an increase in alienation. When kids "fail" a grade, they don't need a repeat of a manifestly ineffective educational experience; they need educators to try a new approach. The fact is that much of what goes on in schools today is not rational. In other words, what we say we want to achieve cannot be achieved with the methods we use. Interestingly, this irrationality is not lost on students. I firmly believe it is part of the cynicism and despair that many students feel. They can clearly see that often times what they are being asked to do and how they are told to do it are not helpful, meaningful, or practical. There is empirical support for this contention. One of America's foremost educational researchers, John Goodlad (1984), found that his "data... point to a potentially volatile disjuncture between the youth culture and the daily conduct of [their] schools...(p. 81)." I believe that this "disjuncture" has grown ominously in the decade since he reported his findings. The current explosion of "at-risk" youth may be a partial manifestation of the irrationality in schools I mentioned above.

A practical example of the disconnect between students and the schools that ostensibly serve them is the concept of "critical thinking." For years now, students have heard teachers and even the media extol the necessity and virtue of critical thinking. They see it referred to in the margins of their textbooks. Yet most of them are still sitting in rows, limited to two way communication between themselves and teachers (with teachers controlling the vast majority of dialogue), reading text and answering questions created by the publisher-in general, following a "connect the dots" curriculum. Occasionally, students get the luxury of essay or "short answer" questions, and in some cases, even "group work," yet rarely are students invited to be active participants in the planning or execution of their own learning. Rarely are they allowed to diverge from the carefully orchestrated plans of curriculum designers and teachers. And rarely are students allowed to ask the questions that direct classroom inquiry. Ironically, it is precisely the things students don't get to do that engender critical thinking. I'm not suggesting, by the way, that students should run schools (at least not unilaterally). Educators still have primary responsibility for providing optimal learning opportunities. I am suggesting, however, that if we truly want students to be "critical thinkers," to be "independent, life-long learners," to be "innovative problem solvers," then we have to bring some rationality to the educational process. We have to create learning contexts (whether or not they are in traditional classrooms) that will actually lead to the outcomes we say we want. For example, it is ridiculous to assume that all real learning must take place in schools. As Will Nixon, a freelance writer astutely notes, "Using the real world is the way learning has happened for 99.9 percent of human existence. Only in the last hundred years have we put it in a little box called a classroom" (Nixon, 1997, p. 34). Whether learning takes place in the classroom or in the real world, what we ask students to do, and how we have them do it, at the very least must make sense relative to how people learn and what we want to accomplish. I will explore this concept more in chapter seven.

An important question at this point might be: How did we end up with an educational system in which means don't match desired ends?

I believe the answer is simply because the modern educational system was and is designed by adults for adults. It is a system of convenience that allows adults to institutionally mold the lives of young people to suit societal ends. Certainly, we all want good things for our children, and as it relates to school, literacy and numeracy are not only laudable goals, but school is a reasonable place to achieve those goals. Moreover, the process of schooling can reasonably be expected to fulfill some societal goals of acculturation. However, if we are honest about the evolution of modern mainstays of school structure such as the nine month school year, fragmentation of the curriculum by subject, and the fifty minute class period (at the secondary level), we must acknowledge that they exist not because they serve students as learners, but because they serve adults as employers, teachers, parents, taxpayers, etc. It is widely known, for example, that the present public schools are, in great part, based on an industrial model. The short class periods, bell

system, rows of desks, transmission model of pedagogy (teacher transmitting finite points of knowledge to passive students), etc. are all based on a factory model of schooling. Even the buildings are based on factory architecture. Robert Reich, Secretary of Labor in the first Clinton presidency describes the typical 20th century school experience in his book *The Work of Nations* with stinging clarity:

Children [move] from grade to grade through a preplanned sequence of standard subjects, as if on factory conveyor belts. At each stage, certain facts [are] poured into their heads. Children with the greatest capacity to absorb the facts, and with the most submissive demeanor, [are] placed on a rapid track through the sequence; those with the least capacity for fact retention and self-discipline, on the slowest. Most children [end] up on a conveyor belt of medium speed. Standardized tests [are] routinely administered at certain checkpoints in order to measure how many of the facts [have] stuck in the small heads, and product defects [are] taken off the line and returned for retooling. As in the mass-production system, discipline and order [are] emphasized above all else. (cited in Cushner, McLelland, and Safford, 2000, p. 15)

To be fair, the transmission model of pedagogy described in this chapter has its roots at least as far back as the monastic schools of the 7th or 8th century A.D. (Knowles, 1980), but there is a striking similarity between the nature of monastic schools (indoctrination) and the factory model of 20th century schools (compliance). The point, simply, is that American public schools were designed, both structurally and functionally, as a means to societal ends, not as student centered institutions.

It is important to note here the distinction between education and schooling. Schooling is a process, a system, in some cases a control mechanism. Schooling is done to and occasionally for students. Or as Neil Postman (1996) suggests in *The End of Education*, schooling is a process of engineering. It can also be a unifying and productive experience, but it is not "learning" and it often does not educate students, at least not in the ways intended.

Another example of how schools have been designed by adults for adults has to do with what is taught (curriculum). The curriculum that ends up in the average classroom is the result of a complex process of collusion between publishers, politicians, educators, state agencies, unions, and parents among others. Many teachers prefer textbooks to other curriculum resources because they are self-contained resources that often include course content (information about the subject), activities, and assessment (testing) in one package. States and school districts enjoy the ease of procurement-one stop shopping. Politicians, parents and special interest groups generally prefer textbooks because the content can be easily reviewed and controlled. Even unions indirectly impact this process by "protecting" members (teachers) from the "extra duty" that would be necessary in a thorough and complex curriculum development or adoption process based on student needs. And of course, neither schools nor taxpayers want to pay for a more thoughtful, time-consuming process. The one constituency which is conspicuously left out of this procedure is the population for whom the curriculum is ostensibly chosen: students. Frankly, their needs are of only cursory importance, and the thought of having students actually participate in such a process is almost unheard of.

Governance is another school phenomenon which is sold as something for students, but in reality is usually done to students by adults in order to protect the comfort level of the same adults. In other words, teachers and administrators usually impose rigid structures on children in an effort to limit the day-to-day contingencies they (the adults) have to deal with. Affie Kohn (1996) makes a profound point when he suggests that much of school governance (in the form of classroom management) is a manifestation of adult needs to control student behavior. Even "student government" generally constitutes a group of select students implementing institutional policies within guidelines prescribed by adults. Rarely are school rules or enforcement policies truly designed to facilitate student learning and growth. If they were, students would have to play a direct role so as to "learn" from the process and build skills for self-regulation. In reality, students are usually manipulatives in highly controlled systems. They are not asked nor allowed to participate at any meaningful level in the establishment or preservation of collectively agreed upon norms of behavior for protecting learning environments. These systems are simply imposed on students. Then, not surprisingly, when students run afoul of school governance, educators, politicians, and parents complain that students are incapable of monitoring their own behavior. No kidding. They've been effectively trained to have others monitor their behavior for them.

When all the above structures, e.g., the budget, the curriculum, the schedules, the teaching, and

governance, don't meet or serve the students where they are, this exacerbates problems for students. As a result, they naturally detach themselves from their own schooling. Then adults claim "the students don't care." The reality is that adults frequently require youth to function under conditions they would never tolerate themselves. Imagine if the sanitation department picked up our garbage at 4:00 am, prohibited us from putting it out before 3:00 am, required that the trash be placed exactly six inches from the curb in navy blue, plastic polymer cans, then failed to pick up the trash and cited us if we violated the protocol in any way. As silly as this scenario may sound, it is not far from the perception many students have about how the schools treat them. And in a sense, they are right. Students endure all kinds of indignities every day. Young adults with jobs, cars, bills, etc. must request "hall passes" to go to the bathroom. Children of all ages are constantly being asked to put their magazines and books away because it is "time for reading," or letters away because it is "time for writing." Subjects and ideas that truly invigorate and inspire students are often off limits because "it's not in the curriculum" or "we don't do that on Mondays." When students have opportunities to travel, or accompany their parents to work, or attend community events during the school day, they are often hassled by schools for missing "instructional time." Fortunately, what they experience on these adventures outside of school is often as important or more important than what they "missed."

The problem is that until the structures that support the school system are changed to meet student needs rather than adult needs, the disconnect between what we say we want to achieve and what we do to achieve it will widen, and student cynicism will increase as a result.

Fortunately, the status quo is not universal. There are classrooms and schools around the country that are challenging the status quo and creating tremendous outcomes for students. Realms of Inquiry in Salt Lake City, the Key Learning Community in Indianapolis, Cathedral High School in El Paso, and Central Park East in Harlem, among many others are examples. Importantly, they demonstrate that just as the "one size fits all" model of education does not serve all students, neither is there a one size fits all model of reform. Moreover, they show that when schools develop rational structures to support their goals and when the educators in them truly believe that their mission is to serve students, then even widely divergent schools can achieve great things.

Having said that, I nonetheless believe that there are some issues that apply to education reform across the board. To start, the process requires that we ask some basic questions. The first question should be: What does it mean to learn? As fundamental as this sounds, it is a question that is rarely asked, even among educators. Of course, I have some ideas...

About the Author

Wallace Pond has worked as an educator in both public and private schools at the primary, secondary, and post-secondary levels, including administrative positions at the school district and higher education levels. He has lived and worked in the United States, Latin America, Asia, and Europe.

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Since 1995, Dr. Pond has held the positions of Assistant Chair, Acting Chair, Director of Off-Site Programs, and Director of Online Education in the Department of Education at the College of Santa Fe. He is presently the Chief Academic Officer for Education America Online. He is also president of Educational Delivery Systems, an educational consulting firm based in Bailey, CO (<http://www.ideapathway.com>).

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[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



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Editor's Note: This article provides a technology supported Distance Learning solution for face-to-face classroom communication problems. The problem is lack of time for frequent interface between teacher and parent. The solution rests with Web-based reporting from teacher to parent. The research and documentation presented are most persuasive.

Just-In-Time Report Cards?

Carla Knutson

The Parent Teacher Conference has long been an anticipated and sometimes dreaded communication between parents and teachers. This communication technique involving parents, teachers, and sometimes students, was designed to communicate the child's learning abilities. But, most will agree, it falls short in timeliness, substance, and recommendations on how students, teachers, and parents can work together to help the learning process.

In this day of high tech, doesn't it seem that the time to communicate important information to parents about their own children should be high tech as well? If we use the criteria that most teachers and parents want and need, we would have report card systems that are "just-in-time."

The principle of just-in-time production is borrowed from manufacturing and continuous process improvement gurus. It is characterized by systems that have been designed to gather resources when there is a demand from the customer for a product or a service.

Most parents have no idea of the amount of work and effort that goes into producing a report card, which is the summary of curriculum design, instructional teaching methodologies, tests and assessments, and any number of processes to ensure that students learn what they are supposed to be learning in a certain subject in a certain grade level. Even with a plethora of tools designed to take the subjectivity out of assessment, the philosophical debate continues on how to accurately assess performance.

School administrators and teachers prepare computer forms and data galore, just-in-time for the information systems people to swing into action and print the long awaited final product, the report card. The parents receive the report card, if the student hasn't intercepted it, and review the information, still perplexed with the thought that parents have had for decades "I wish I really knew what my children are learning!"

A survey released by the U.S. Department of Education shows that while schools are working hard to involve parents in their children's education, most parents would like even more information and help on how to support their children-both at school and at home. The report found that while 91 percent of parents reported at least two different opportunities to be involved in their child's school, most wanted more opportunities to be involved. Yes, you read "two different opportunities." This is two opportunities per school year. Why isn't it at least twice a week?

State Accountability Standards and Benchmarks were the direct result of the Goals 2000 Educate America conference. There are eight National Education Goals:

1. All children will start school ready to learn.
2. The high school graduation rate will increase to at least 90%.
3. All students will become competent in challenging subject matter.

4. Teachers will have the knowledge and skills they need.
5. U.S. students will be first in the world in math and science achievement.
6. Every adult American will be literate.
7. Schools will be safe, disciplined, and free of drugs, guns and alcohol.
8. Schools will promote parental involvement and participation.

The annual Goals report is available at www.negp.gov.

Now, let's envision an information system that would provide parents, teachers, and student with timely, personalized, and complete information they need and desire. This process should be uncomplicated and as simple as using a push button phone, accessing ATM's for money, or buying merchandise with a credit card.

It is past time to rethink the whole process of report cards. Many schools and school districts have begun using the power of technology to improve communications, through school and district web sites, e-mail, and voice mail. It is time to apply one of the most fundamental types of school-to-home communication: the report card.

School systems nationwide are uploading student information, from grades and test scores to class schedules, homework assignments and attendance records - to the Internet. Using assigned passwords, parents can access the information anytime, anywhere. Schools that use web-based report cards are reaping an additional benefit, they have found that posting grades for parents has raised expectations for student, who now knows that more eyes are on them.

Such systems have revolutionized both parent and teacher attitudes about student records, since teachers also can log on and easily check their students' grades and attendance in other classes. Web based report cards are natural extensions of computerized grade books, which have been common for a decade. Web report card systems are as secure as systems that allow investors to track stock portfolios.

During my research on the Internet, this author realized that although web-based reporting is a very hot topic, there is very little information available for K-12 School System decision makers. One example is a software application designed by Fastek International Limited specifically for State Accountability Standards and Benchmarks. ¹ STARS" (Successful Teaching Assessing and Reporting System) is a web-based program that reports on the student's successful achievement of performance standards. Having made over 2000 contacts recently with K-12 Curriculum Directors, Technology and Assessment Coordinators, and school administrators across the United States, it is evident that there is extremely high interest in going to web-based reporting, coupled with nervousness over a new technology and a cultural change in how we as parents and teachers evaluate performance.

Systems thinking requires that all stakeholders, government, education, business, and parents, must work together to enhance the educational process for student in K-12 education. Web-based reporting closes the gap among all interest groups.

About the Author:

Carla Knutson is currently the President of the Iowa Distance Learning Association. She is the Manager of Human Resources for a high-tech software development Company in Cedar Rapids, Iowa, Fastek International Limited. She has served on many local and State K-12 organizations including: the Iowa Business Council/ACT WorkKeys for Success initiative; Career 101; Area X Executive Board, Iowa Math and Science Coalition; recipient of the Rockwell Chairman's Team Award for K-12 Partnerships; Area Ten Tech Prep; Cedar Rapids School District Board. She has given many keynote addresses at various K-12 conferences.

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End Note:

¹ Fastek International Limited, <http://fastek.ws/starswalk>

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[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



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An Introduction

Guy Bensusan

Efforts in redesigning higher education to bring about shifts from a teaching pattern to one focused on learning stall abruptly when we try to put into action what we have been formulating verbally. A major chasm exists between the knowing and the accomplishing, between the need to make some changes, and the knowing of what should be done or, more vitally, how to do them. Opposition to the shift might even evaporate if we could transcend our paradigm paralysis over what university education should come to be as we enter the twenty-first century. Putting inertia, stereotypes and anxieties aside, I suggest that several main challenges or rationales obstruct the highways to learner-helping.

The first involves a fundamental shift in our thinking, something which is difficult to do. Teaching, especially the kind that "tells an informative story" and then tests students for the amount and accuracy of retention, is only distantly related to the act of learning or learner-centered teaching. Learning takes place through another series of activities altogether, and involves skills, exercises, interactions, revisitings and assessments, which are not a part of traditional teacher-centered teaching.

Learning takes much longer to accomplish than teaching. It happens one or two bits and bytes at a time, and not as the result of a single, stimulating hour-long lecture. It requires initial fact-and-idea ingestion, followed by going back for review and reinforcement in different ways over and over again. It takes irrigation, cultivation and stimulation to accumulate data, internalize, contextualize, compare, reflect, interpret and evaluate. Learners also vary; they are not all cut from the same mold. Learning acquisition rates and styles, mental flexibilities, cognitive-creative preferences, ability to work with abstractions and symbols, personal motivations or long-range goals differ widely due to geography, age, gender, race, culture and training.

But we as teachers naturally see ourselves as taking part in the equation and the action. We do not want to eliminate ourselves, our teaching-selves that is, from the process of student learning, in part because we are experts in our particular fields and also because teaching is how we pay our bills. The fear of being displaced or replaced by a host of existing and emerging technologies and on-line services if we stray very far from the well-trodden path, may well be a big part of the overall problem.

It also may help us greatly if we begin to make some clearer distinctions in our descriptive lexicon in order to differentiate some aspects of what we have previously called Teaching. We could separate Learner-Centered Teaching from Teacher-Centered Teaching and Content-Centered Teaching -- hopefully without having to resort to such acronyms as LCT, TCT or CCT! Certainly the latter two ways of doing things are an important aspect of the larger educational picture, but the MOST important current transformational consideration lies in the former -- in the learning, which must be the accomplishment of the learner.

From that perspective, the most successful teacher might be defined as the one who becomes most able to help the learners become autonomous, that is, learn to learn on their own. Many specific paths and processes will lead to this goal, each of which may depend in part upon the nature of the field of study, the comfort level of the teacher, the size and circumstance of the group and the method of interaction being used. However, if a teacher sets up an effective learning program, explains it, starts it off, allows students to do their learning through a series of escalating

assignments calculated to lead them through the necessities at their own individual paces, that teacher can then back away bit by bit and allow the learners to gradually assume more and more control over their own learning. This may imply that the teacher, who is omnipresent to begin with, can increasingly let go, hover less and eventually get out of the way all together as long as he or she is within earshot of any calls for help!

Why lecture at all, you might ask? Why engage in any teacher-centered rather than learner-centered teaching when we can see that the latter works better for the learners? This exaggerates the case, of course, because it is not that the lecture is innately evil and needs to be thrown out altogether, but rather that some particular aspects of the presentational format can be useful in learner-centered teaching, especially if they are followed by some effective discussion which focuses on the learning rather than the facts themselves. When I say that I no longer lecture the way I used to, what I mean is that I now use bits and pieces of a story or a brief multi-media encapsulation which will serve as a springboard for the learning process, which takes place as students talk about their reactions, ideas, contexts, implications, and so on.

Nonetheless, one major reason for the perpetuation of the lecture is that most teachers were lectured to when they were students, and now, as teachers, they tend to take the easy road and pass it along. Perhaps we teachers have not truly learned about learning. Most of us, myself included, received no instruction or training in how to teach, while we had known how to learn from (or almost from) birth. In school and college, we watched what our professors did, tacitly assumed it was the proper way, and when we were hired as classroom teachers, "did unto others as had been done upon us." Lecture, review and test were the order of the day back then, and in many (most?) cases, remain so now.

Actually, are we not caught up in our own patterns and petards? When we examine our inherited vocabularies, institutional policies, expectations, schedules and even classroom layouts, we see the clear imprint of the teach-by-lecture tradition. From a teacher's point of view, the lecturing we have traditionally used is thought to be the, or one-of-the most efficient ways to provide information to students. We can cover a lot of ground rapidly with a lecture, and with enough good lectures we can transmit information about an enormous subject area.

Never mind whether the lecture is learning-efficient or even learner-friendly, allowing the learner truly to teach the self rather than merely record information in classroom notes for later memorization, subsequent testing and post-test forgetting. We often may believe we have done our job simply by organizing the course, creating the lecture and delivering it -- plus reading the tests and grading them. From the point of having given the lecture, is it not subsequently up to students to show us they have done their jobs by scoring high on the test? But in truth it does not work that way. We know it doesn't, but we deny or ignore the fact, and will often claim that we have taught well exactly what needed to be taught, and the real problem lies with the students, since they "simply wouldn't learn it."

We also like lecture because it allows us to be the dean (or queen) of the routine scene, or the engaged-sage on the classroom stage. We are the focus of attention, we are the show; we perform, and we include all our personal experiences, beliefs, wisdom as well as biases, both academic and private, as we present our conclusions in our disciplinary expertises. Could we not make a case for introducing some ideas in a brief lecture, and then debating many current polemics over important ideas in our fields, present pro and con for each in a reasonably objective fashion? That would give students the chance to make up their own minds.

But we do not do that. We claim it will take too long, and we won't be able to cover all of the material. Or we argue that classroom debate will degenerate into a bull session of kids swapping ignorances. Many of us do not feel comfortable moderating a discussion, since we have trained ourselves best as tellers rather than askers and facilitators. We are not experienced in engaging gently and inquiringly in thoughtful dialogue about points we do not agree with, and we may even fear we would lose respect from students if we had to admit that some of our intellectual positions are based more on personal preferences than solid academic grounds. Besides, we would have to be on our toes all the time if we were to let students debate some of what we believe. After all, we have already made up our minds, so why not just tell all those students the "truth" and not waste time!!!

Lecturing is also an enjoyable thing to do for most lecturers. We have fun giving our performances, even if we are happy when it is over and even if we sneer at the "mere entertainers" who do it with stage, music, floodlights and megabucks. (I often think one main reason for criticism of faculty who teach on television comes from stereotyping TV as entertainment, plus maybe a dollop of envy?) Presenting a solid lecture feels good; applause gives pleasure, and we get a big lift when we deliver a well-honed manifestation of our hard work, extensive erudition and clever composition.

I know that feeling well! As goes one current saying, I've "been there, done that," and when I shifted over to Learner-Centered Teaching, the hardest thing I had to do was to stop lecturing and transfer the information over to print, cassette and videotape! (I do confess that every once in a while I will create a zippy shortie in class, and I love it. I naturally justify doing that from the andragogical purpose of a change of pace, as an illustration of applying one of my teaching models, or as a modicum of training for students in listening to and learning from lecture.)

It is also in our US educational cultural heritage; our traditional ethic lauds hard work, even if it is only with books, research, design and revision. We do well when we do good, so to speak; it justifies positions and paychecks. We revere and relish the words, the anecdotes and narratives; we enjoy telling our stories, we savor the verbal play, duel with word-games, and take pride unashamedly in our wit, wisdom and word-crafting. Listening to ourselves spiel evokes effervescence -- telling my personal stories well gives me a boost! There is nothing sinful about this -- at its worst it is only boring (which one can instantly see when watching videotapes of students listening to the lecture). So why should we ever consider not talking and not telling students what we know? They have to learn this information anyway, why not tell it to them? It is the easiest way.

Besides, don't we also wonder if those kids are really bright enough to get it, or do any learning on their own? That seems to be one part of the teacher-centered attitude. If the students are not learning from what we are telling them in good, clear English (American?) prose, "maybe they just don't have what it takes to succeed in a real university." Am I exaggerating here? Do teachers ever assemble batches of student bloopers, or collect and display the dumb mistakes students make on exams? Do they ever laugh at student boo-boos? Does watching others' mistakes somehow make us feel loftier?

Sure, some of those may be humorous, but is part of the laughter not also self-adulatory? The student is dumb and teacher is smart -- often called the Edgar Rice Burroughs approach, "Me teacher, you dummy!" Just for fun, next time you are in the lounge or coffee room, listen to the chatter about whose students are the most moronic. The attitudinal point here is that if one assumes witlessness and naivete on the part of students, it is more difficult to encourage and motivate growth. It also may be harmful, since students know and can smell whether they are loved, tolerated or despised.

But even if all students were top-notch, there still has not arisen in our institutions any genuine incentive or motivation which will encourage teachers to make andragogical changes. There is no clear reward for altering how one brings learning into the classroom. Old ways perpetuate themselves, though in various guises; if you move chairs and tables around to facilitate small group work, you had better return them to their original position before the next teacher arrives, because if you don't, you will hear about it every term.

And despite the myth of students being "revolutionary and avant-garde," many, sometimes most, are instead rather conservative. Conditioned into compliant and passive receptivity, they balk at changes. They become nervous, anxious, and they aggressively protect their high-grade averages from potential danger, often by complaining to chairs and deans. Elementary and Secondary Teachers, returning for updates and advanced degree credits are also leery and often highly threatened by any departure from what they are used to succeeding with.

The major recalcitrants however, are a triumvirate of (1) professors (not all old and grey) serving on department promotion and tenure committees, (2) managers whose organizational-chart mindsets uphold a one-size-must-and-will-fit-all mentality, and (3) a gate-keeping power-posturing calculated to minimize any change of any type by forcing even minor suggestions into endless committee hassles. Unfortunate but true, I have learned it is easier to make changes in my own classroom, based on my personal academic freedom and allowable room for experimentation, than

it is to get consent. But even then, you risk offending those who will vote on your departmental standing. Forgiveness may be easier to get than permission, but it earns no points towards promotion and pay raises.

The true crossroads or watershed here is in "Teaching versus Learning." If there is one single roadblock in university redesign, it is this; as teachers we are so conditioned to making choices for our students that we automatically establish curricula and course-content based upon what we believe students ought to know, modified slightly by the political power realities in our own institutions and in our ability to gain support. Of course, our chairs and deans also seem to expect Teaching rather than Learning, as do students. It is rare to find an educator or administrator who uses the appropriate vocabulary.

Think about the syllabus factor. I personally prefer to create a syllabus for my arts and culture humanities courses in conjunction with students. If I have a number of music or dance or ceramic majors in the class, why can I not incorporate their knowledge, experience and willingness to share ideas with us into the program? But the rules say I must turn in a syllabus before the course starts. When I don't do that, you can bet that I hear about it. A similar example involves final examinations. The university catalog carries statements requiring them. They do not fit my andragogy; the students in my system of learning do not need them, and I do not give them. Perhaps we need to rewrite, update, reorganize, and transform the rules along with the practices.

Even if one survives the conditionings, apprehensions, dis-incentives, belittlements and discouraging words, there remains the reality of the classroom encounter, the "what-can-I-do-next?" Exactly what changes can and should the teacher initiate? There are no specifics, no blueprints and no accessible models for doing it, even though many teachers tell me they would love to gather together their own impartial, workable combination of theory, principles, rationales and down-to-earth procedures, sequences, exercises and facilitation methods to help them move from pedagogy to andragogy so they can effectively attend their ever-more diverse learners. At the same time they do not want to draw any negative attention from colleagues. To be safe about it, they also want a litany of documentation from Learning literature which will absolve in a scholarly manner their departure from the norm, just in case they are challenged! Is it any wonder that the transformation is taking tons-of-time?

The bottom line, however, is teacher attitude. The fundamental factor underlying all the tones of transformation relates to how the student is perceived by the teacher. One vision of this is the most traditional teaching model: a passive human receptacle into which a teacher pours knowledge from many generations. The implication is a student without knowledge who must be given it by designated providers. This is not far removed from the "tabula rasa," or blank slate, of the European Enlightenment and early Romantic Era.

A more accurate way for a teacher to perceive a learner is to consider him or her as already somewhat formed in knowledge, presuppositions and conditionings by the family and society which raises and fashions the child. Therefore, whatever is poured in by the professor will not meet a vacant, objective and impartial reception, but rather will be internalized in relation to what is already known, perceived and believed. As is often said, it is not that "seeing is believing," but rather, "what you believe shapes what you can see."

Even when we use the vocabulary of learning, and are trying to remember that learning is paramount, we will still often backslide. We will not ask the student what their preferences are, but rather formulate the outlines, the sequences, the criteria and the priorities based on our "teacher's views." We tend to tell students what we think they should know, rather than help them learn to learn by asking the right questions and arriving at reasonable, meaningful responses based upon grounds which they (not we) can validate.

Our paternal approach might have been valid a couple of centuries ago as we entered the industrial age, but it is out of place in our accelerating era's transfiguring society, institutions, employment, leisure and values. If we do not know what precise future to prepare students for, how can we establish hard and fast formulae over what they should learn and how they should learn it? We are not certain, we are not yet convinced that we **MUST** change, we do not see enough teachers around us changing, and the teaching market has not bottomed yet. It might be wiser to help students learn how to learn, but let us wait until we see where things are going.

But it will happen, and is happening all around us even if we do not clearly see it. The attitudinal masterkey lies in perceiving and acting upon the difference between: the teacher as provider, to student-as-recipient, and the teacher as learner-helping guide for the learner (who has his or her own distinctive pace and style of acquisition and accomplishment). In my view, this is the bottom line, and I would paraphrase John F. Kennedy by suggesting:

"Think not of what you can give to students from yourself and your own knowledge; consider instead how you may arrange many varied learning opportunities so they may learn in their own ways, at their own paces, perceiving the many options, alternatives and implications from which they may formulate their respective useful choices."

In my mind, this is clearly the NUMBER ONE factor. If we as teachers can keep focused upon the idea that the learning is more important for us to concentrate on than the teaching, and that all choices need to be made in support of helping students experience moments and milestones of learning, then the most difficult part of the transformation will already have been accomplished. I would re-emphasize here that we must reshape and redesign our vocabularies formulating a clear distinction between Teacher-centered teaching and Learner-centered teaching. After all, merely to look at it from the "available market" perspective, people are living longer, changing jobs more, learning new skills, seeking alternatives in new fields so as to enrich their lives. There will be endless varieties of tasks for those who can help learning to occur. We teachers have an interesting and exciting future ahead if we will move into teaching for learning.

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[State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)

In This Issue

Podium

Featured Articles

Student Exchange

Technology Exchange

State Exchange

Positions Available

Calendar

Call For Papers

Past Issues



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USDLA Journal Index for 2001

issues, podiums, FEATURE ARTICLES. and annual report 2001

Use Browser "Search in Page" function to find keywords

	January 2001	JAN
	February 2001	FEB
	March 2001	MAR
	April 2001	APR
	May 2001	MAY
	June 2001	JUN
	July 2001	JUL
	August 2001	AUG
	September 2001	SEP
	October 2001	OCT
	November 2001	NOV
	December 2001	DEC
<i>Inabeth Miller</i>	Technology, Education, and Human Values	JAN
<i>Elizabeth Perrin</i>	Intellectual Property and Copyright Issues	FEB
<i>Don & Elizabeth Perrin</i>	Education is Everybody's Business	MAR
<i>Elizabeth Perrin</i>	A Wise Man Sleeps Best with One Eye Open	APR
<i>Elizabeth Perrin</i>	The Digital Society	MAY
<i>Elizabeth Perrin</i>	The Changing Image of Education's Priorities	JUN
<i>Elizabeth Perrin</i>	Learning Communities	JUL
<i>Donald G. Perrin</i>	New Lamps For Old	AUG
<i>Donald G. Perrin</i>	What's In a Name?	SEP
<i>Don & Elizabeth Perrin</i>	The Passing of Guy Bensusan	OCT
<i>Elizabeth Perrin</i>	The Lines are Drawn	NOV
<i>Donald G. Perrin</i>	A New Day for Distance Learning	DEC
<i>Susan M. Johnson</i>	Teaching Introductory International Relations in an Entirely Web-based Environment: Comparing Student Performance Across and Within Groups	JAN

<i>Mary I. Dereshiwsky</i>	<u>'A' is for Assessment: Identifying Online Assessment Practices and Perceptions</u>	JAN
<i>Guy Bensusan</i>	<u>The Learning Stairway Process</u>	JAN
<i>Rainer Storbeck</i>	<u>Fiber Installation Prepares Nashville Schools for Future</u>	JAN
<i>Guy Bensusan</i>	<u>The Writings of Guy Bensusan</u> Options help students with access limits and inequities	JAN
<i>U.S. Department of Education</i>	<u>The Secretary's Conference on Educational Technology 2000: Measuring the Impacts and Shaping the Future</u>	FEB
<i>Ann Beeson</i>	<u>Amicus Brief</u>	FEB
<i>L. Heidi Primo and Teresa Lesage</i>	<u>Survey of Intellectual Property Issues for Distance Learning and Online Educators</u>	FEB
<i>Stephen Downes</i>	<u>Copyright Links</u>	FEB
<i>Committee on Intellectual Property</i>	<u>Announcement and Invitation</u>	FEB
<i>Guy Bensusan</i>	<u>The Writings of Guy Bensusan</u> Three Short Essays	FEB
<i>John P. Witherspoon and Sally M. Johnstone</i>	<u>Quality in Online Education: Results from a Revolution</u>	MAR
<i>L. Heidi Primo</i>	<u>Digital Oceana: The Internet, Distance Learning, and Sustainable Human Development in the Pacific Islands</u>	MAR
<i>S.T. Marina</i>	<u>Facing the Challenges: Getting the Right Way with Distance Learning</u>	MAR
<i>Cindy Ruman and Jay Gillette</i>	<u>Distance Learning Software Usefulness and Usability: User-Centered Issues in Practical Deployment</u>	MAR
<i>Guy Bensusan</i>	<u>The Writings of Guy Bensusan</u> Questioning the Images and Scenes in Milagro	MAR
<i>Richard T. Hezel and Paula Szulc Dominguez</i>	<u>Strategic Planning in E-Learning Collaborations: A Recipe for Optimizing Success</u>	APR
<i>Brent Muirhead</i>	<u>Enhancing Social Interaction in Computer-Mediated Distance Education</u>	APR
<i>Jim Bagi and Steven M. Crooks</i>	<u>Synchronous WWW-Based Course-Support Systems: Tools for Facilitating Online Constructivist Learning</u>	APR
<i>Amy C. Brualdi</i>	<u>Implementing Performance Assessment</u>	APR
<i>Elliott Masie</i>	<u>Should e-Learning be Private? The Case for Digital Evaporation</u>	APR
<i>Gary R. Morrison</i>	<u>Theory, Research and Practice</u>	APR
<i>Guy Bensusan</i>	<u>The Writings of Guy Bensusan</u> Mola Mania	APR
<i>Willi Bokenkamp</i>	<u>ITFS and 3G: A Brief History</u>	APR
<i>Don and Elizabeth Perrin</i>	<u>Legislative Sidebar</u>	APR
<i>Ian Jukes & Ted McCain</i>	<u>From Gutenberg to Gates: Education in an On-line World</u>	MAY
<i>Brent Muirhead</i>	<u>Practical Strategies for Teaching Computer-Mediated Classes</u>	MAY

<i>Donald A. MacCuish</i>	<u>Formative Evaluation of the Air Command Staff College Distance Learning Program - A Status Study</u>	MAY
<i>Deborah Case, Debra K. Bauder, and Thomas J. Simmons</i>	<u>Decision Making in the Development of Web-Based Instruction</u>	MAY
<i>Richard W. Riley</i>	<u>Letter to Congress from Richard W. Riley, Secretary of Education</u>	MAY
<i>U.S. Dept. of Education</i>	<u>Putting a World-Class Education at the Fingertips of All Children</u>	MAY
<i>Elliott Masie</i>	<u>Sidebar - Tools for Developing e-Learning</u>	MAY
<i>Barbara Farrell</i>	<u>Developing a Successful Online Class: What works to Keep the Students Motivated and Interested?</u>	MAY
<i>Guy Bensusan</i>	<u>The Writings of Guy Bensusan</u> More than a Tool	MAY
<i>David D. Thornburg</i>	<u>Campfires in Cyberspace: Primordial Metaphors for Learning in the 21st Century</u>	JUN
<i>Web-Based Education Commission</i>	<u>The Power of the Internet for Learning: Moving from Promise to Practice - Executive Summary</u>	JUN
<i>Web-Based Education Commission</i>	<u>Removing Regulatory Restrictions to eLearning</u>	JUN
<i>Anne Cattagni and Elizabeth Farris</i>	<u>Internet Access to U.S. Public Schools and Classrooms: 1994-2000 - NCES Statistics in Brief</u>	JUN
<i>Frank Withrow</i>	<u>Sidebar - A Brief History of Technology at the Federal Level</u>	JUN
<i>Barbara E. Tischler</i>	<u>Successfully Migrating from the Classroom to the Web: A Case Study from the Heart of Texas</u>	JUN
<i>Bart S. Fisher</i>	<u>Funding International e-Learning Projects</u>	JUN
<i>Guy Bensusan</i>	<u>The Writings of Guy Bensusan</u> No Two Swimmers Float Alike	JUN
<i>National Education Association</i>	<u>A Survey of Traditional and Distance Learning Higher Education Members</u>	JUL
<i>Robin Mason</i>	<u>Models of Online Courses</u>	JUL
<i>Barbara McGoldrick</i>	<u>Genesis of an Online Chemistry Course</u>	JUL
<i>Walt Volland</i>	<u>Why Add an Online Course to the Curriculum?</u>	JUL
<i>James M. Nugent</i>	<u>DL Barriers: Instructors and Students</u>	JUL
<i>Hollis Franks</i>	<u>Trials and Tribulations of a Distance Learning Student</u>	JUL
<i>Guy Bensusan</i>	<u>Anatomy of Learning</u>	JUL
<i>Class Dialog Online</i>	<u>Communities of Learners</u>	JUL
<i>Erica Kisluk Dina Michelle Hood Diego F. Mastroeni Bradley J. Palmer Jamie K. Bressmer Gregory Marcel Gonzales Walter Klain</i>	The Hexadigm / Change Model	
	The Painting	

<i>Michael Buell</i>	Dualities	
<i>Wanda Utz</i>	Something Wrong!	
<i>Ann Busby</i>	Perspective	
	The Gathering	
<i>Maren Roe Wenz</i>	Possibilities & Bias	
<i>Michael Buell</i> <i>Linda Fox</i> <i>Joan Oakes</i> <i>Sharon L. Conry</i> <i>Sarah Williams Hall</i> <i>Allyson Knanishu</i> <i>Patrick Prag</i> <i>Ashley D. Remm</i>	What I have Learned, Semi Final Thoughts	
	Interaction	
<i>Jean L. Thomas</i>	Hi Lisa	
<i>Priscilla Kanaswood</i>	My Reservation	
<i>Gregory Marcel Gonzales</i>	Thanks	
<i>Eliana M. Osborn</i>	For Maren	
<i>Guy Bensusan</i>	<u>In Praise of Learners</u>	JUL
<i>Guy Bensusan</i>	<u>The Writings of Guy Bensusan: Teaching Native Americans</u>	JUL
<i>Curtis Bonk, Charoula Angeli, Steve Malikowski, and Lauren Supplee</i>	<u>Holy COW: Scaffolding Case Based Conferencing On the Web with Preservice Teachers</u>	AUG
<i>Robin Mason and Martin Weller</i>	<u>Factors Affecting Students' Satisfaction on a Web Course</u>	AUG
<i>David P. Diaz and Kevin F. Bontenbal</i>	<u>Learner Preferences: Developing a Learner-Centered Environment in the Online or Mediated Classroom</u>	AUG
<i>David P. Diaz</i>	<u>Sidebar , CD/Web Hybrids</u>	AUG
<i>Guy Bensusan</i>	<u>The Writings of Bensusan: Thoughts on How - Thoughts on Why</u>	AUG
<i>Inabeth Miller</i>	<u>Distance Learning - A Personal History</u>	SEP
<i>Brent Muirhead, Jane McAuliffe, and Marla La Rue</i>	<u>Online Resource Page: Using Technology to Enhance the Teaching and Learning Process</u>	SEP
<i>Yunus Kathawala and Khaled Abdou</i>	<u>Strengths, Weaknesses, Opportunities, and Threats for the On-Line MBA Programs: A Literature Review for its Future</u>	SEP
<i>Guy Bensusan</i>	<u>Distance COLA: Collaborative Online Learning Algorithm</u>	SEP
<i>Guy Bensusan</i>	<u>Writings of Guy Bensusan: Ivy Covered Halls at Sam Walton's Pond</u>	SEP
<i>Shirley M. Davis</i>	<u>What E-Learning Can Learn from History</u>	OCT
<i>Stephen Downes</i>	<u>Unrest in the Ivory Tower: Privatization of the University</u>	OCT
<i>Majid Tehranian</i>	<u>The End of University?</u>	OCT
<i>Gretchen E. Chamberlain</i>	<u>A Student's Journey</u>	OCT
<i>Guy Bensusan</i>	<u>Writings of Guy Bensusan: "Toffler-izing" Teaching Online - Part 1</u>	OCT

<i>Brent Muirhead</i>	Online Resource Page: Using Technology to Enhance the Teaching and Learning Process. Part II - Post-discussion Summary	OCT
<i>Partow Partow and Ludwig Slusky</i>	Distance Learning as E-commerce	OCT
<i>Alfred Bork</i>	Four Fictional Views of the Future Of Learning	NOV
<i>Thomas J. Kriger for American Federation of Teachers</i>	A Virtual Revolution: Trends in the Expansion of Distance Education	NOV
<i>American Federation of Teachers</i>	Distance Education: Guidelines for Good Practice	NOV
<i>Tracy Irani</i>	Targeting Distance Education to Undergraduate Students: Influences on Traditional-aged Students Intent to Enroll in a Distance Education Course	NOV
<i>Guy Bensusan</i>	Writings of Guy Bensusan: Cyber-Charro and Quixote	NOV
<i>Dennis F. Bonilla</i>	Keynote for Policy Forum 2001: Transformation of Oracle University	DEC
<i>Wallace Pond</i>	Common Sense or the 'Duh' Factor in Education	DEC
<i>Carla Knutson</i>	Just-In-Time Report Cards?	DEC
<i>Guy Bensusan</i>	An Introduction	
<i>Don Perrin</i>	USDLA Journal Index for 2001	DEC
<i>Dr. Jolly T. Holden</i>	Letter from Chairman of the Board	DEC
<i>Marshall E. Allen</i>	Message from the President	DEC
<i>Glenda Mathis</i>	Letter from President-Elect	DEC
<i>Dr. Philip J. L. Westfall</i>	Message from Senior Vice President for Chapters	DEC
<i>Dr. John G. Flores</i>	Reflections from Executive Director	DEC
	USDLA Board of Directors 2002	DEC

Not included in the above listing: *Student Exchange, Technology Exchange, State Exchange, and Positions Available*

[In This Issue](#) | [Podium](#) | [Featured Articles](#) | [Student Exchange](#) | [Technology Exchange](#) | [State Exchange](#) | [Positions Available](#) | [Calendar](#) | [Call For Papers](#) | [Past Issues](#)