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Editor's Podium

Learning Communities

Elizabeth Perrin

In search of a platform to support performance levels based on student achievement&

We might assume that if we find such a platform or model, all teachers may not use the platform as well. There is always the luminosity of a great teacher that may enhance paths created by the model for students' passage to learning&

This holds true for all human endeavor. Give the plot of Othello to a good playwright; you will have a good play. Give that same plot to a Shakespeare, an Othello is created that resounds through the centuries. Well and good - it is now common acceptance that the training and the quality of teacher (the gift of the playwright) will make the difference in education.

Except we have learned or maybe Socratically rediscovered a thing or two. Teaching is really not a tree falling in the forest - with or without sound. Teaching is one part of a trilogy - the other two are learning and interaction or in homeopathic terms, the teacher, the learner, and change.

The significant difference, (and this is fortunate for teachers since not all of us may be equally gifted although, indeed, we may be truly dedicated to our profession), lies within the learners and the interaction, not merely between teacher and learners but ongoing interaction and exchange among the learners themselves as well as with their teachers - guide/side or mentor/center - whatever phase we choose.

Consider Bloom's Taxonomy (arguably as valuable and insightful now as it was 50 years ago):

Competence	Skills Demonstrated	Question Cues:
Knowledge	observation and recall of information knowledge of dates, events, places knowledge of major ideas mastery of subject matter .	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc

Comprehension	<p>understanding information</p> <p>grasp meaning</p> <p>translate knowledge into new context</p> <p>interpret facts, compare, contrast</p> <p>order, group, infer causes</p> <p>predict consequences</p>	<p>summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
Application	<p>use information</p> <p>use methods, concepts, theories in new situations</p> <p>solve problems using required skills or knowledge</p>	<p>apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>
Analysis	<p>seeing patterns</p> <p>organization of parts</p> <p>recognition of hidden meanings</p> <p>identification of components</p>	<p>analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
Synthesis	<p>use old ideas to create new ones</p> <p>generalize from given facts</p> <p>relate knowledge from several areas</p> <p>predict, draw conclusions</p>	<p>combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
Evaluation	<p>compare and discriminate between ideas</p> <p>assess value of theories, presentations</p> <p>make choices based on reasoned argument</p> <p>verify value of evidence</p> <p>recognize subjectivity</p>	<p>assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

* Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of Educational Objectives: The classification of educational goals: Handbook I, Cognitive Domain. New York; Toronto: Longmans.

Now as then, the greater achievements for learners are not acquisition of

knowledge, comprehension, and application, but analysis, synthesis, and evaluation.

The human mind can create but does not compete with a computer chip or a transistor - good thing, too - it would lose hands down! Humanity could not and would not have survived as a database. Certainly information, data must be stored and retrieved but critical to human beings is analysis, synthesis and evaluation - the creativity based on our human ability to interact and rearrange our data.

We submit that education is not the establishment of a global technology based BORG COLLECTIVE where everyone has instant access to the same resources and data and has unmitigated total recall. The vision of education lies in human ability to learn through interaction and evolve a comprehensive shared understanding and respect of human endeavor.

Following are articles from three teachers, comments from several others and, experiences of several students pursuing technology based classes. Lastly, there are extraordinary student materials contributed by the Communities of Learners evolving from technology-based learning models or platforms developed by Dr. Guy Bensusan over the past twenty years. These intertwined Learning Models are the Hexadigm, Ladder, Bias, Source Evaluation, and Schools of Thought. These are included in Dr. Bensusan's article, Anatomy of Learning.

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2001 Calendar

ISSUE	EDITORIAL FOCUS	FORMAT	EDITORIAL DEADLINE	ADVERTISING DEADLINE
August	Distance Learning: Research and Practice	Online	July 9	July 13
September	Distance Learning in Business and Industry	Online	August 6	August 10
October	Courses and Courseware for Training and Education	Online	September 3	September 7
November	Overview - National Trends in Distance Learning	Online	October 8	October 12
December	USDLA Annual Report and 2001 ACCOMPLISHMENTS	Online	November 5	November 9

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Bakersfield College, CA, Job #360

Internet Services Administrator Information Services

Range 51.5, \$4,535.74 per month.

This is a 40 hour per week, 12 month position with excellent benefits.

Manage, develop and implement the college web site; provide assistance, training & technical support; develop campus wide internet-related applications; administer various Internet related servers & supervise assigned staff.

Requires bachelor's degree in computer science, management information systems, web design or a related field or equivalent and three years experience in web design, internet-based programming and server administration.

Deadline: Open until filled, first review date 6/25/01.

Additional information including applications are available in the Human Resources Office, Levinson Hall, 1801 Panorama Dr., Bakersfield, CA

(661) 395-4435 or our web page of www.bakersfieldcollege.org

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Jones International University, CO



Academic Chair - Master of Business Administration

Our client is Jones International University (JIU), the first fully online accredited university. JIU is a global university that is pioneering new methodologies for delivery learning 100% online. It is a fast-paced entrepreneurial organization that encourages creativity and innovative online solutions. It offers 45 certificate programs, and 15 degree programs--Bachelor of Arts and Master of Arts degree programs in Business Communication, MBA, and Master of Education programs. Thirteen of the programs are offered in Spanish as well as English. Students from over 57 countries attend JIU courses. The

organization is headquartered in suburban Denver, Colorado.

JIU is seeking an individual who is motivated and willing to grow the MBA Program to ensure that it has high quality content and teaching. The Academic Chair-Master of Business Administration is primarily responsible for the administration of all aspects of the Master of Business Administration curriculum in accordance with organizational goals and objectives. This position includes teaching, coursework development, student advising, and administration.

For consideration, individuals should possess significant experience related to the previously described responsibilities. Additional background and personal characteristics sought include:

- Doctoral level degree in Business Administration or closely related field, such as finance, information technology, accounting, management, etc.
- Skills and knowledge in implementing nontraditional curriculum and teaching strategy are preferred.
- Computer proficiency in word processing (Word for Windows), spreadsheet (Lotus), and an understanding of the Internet and World Wide Web.
- Flexible and challenged by new ways of teaching and delivering coursework.
- Competency in another language such as Spanish would be a strong asset.

Our client is an Equal Opportunity Employer. Our client and EFL Associates firmly support the principle and philosophy of workplace diversity and equal opportunity for all individuals. For further information on this position, to express interest, or to make a referral, please contact:

Andrea K. Forrest
EFL Associates
7120 East Orchard, Suite 240
Englewood, CO 80111
Phone: 303-779-1724
Fax: 303-694-6866
E-mail: afortrest@eflcol.com

Please reference Project # 7116

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Ohio University, OH



POSITION:
Coordinator, Distance Learning Information and Planning
Ohio University College of Osteopathic Medicine

SALARY: \$40+ (plus benefits) -
negotiated based on qualifications & experience

AVAILABLE: Immediately following search

QUALIFICATIONS: Master's degree or extensive professional experience required in Communication, Communication Systems Management, Communication Technology, Curriculum Design, or related field. Knowledge of instructional media, computer technologies and interpersonal dynamics. Courses or workshops in distance learning would be valuable. At least two years experience in developing mediated learning materials and programs, including some video-based and/or computer-based projects. Experience with distance education equipment vendors, long distance service providers, and medical education preferred.

RESPONSIBILITIES: Coordinates and provides distance learning program support and instruction for faculty, staff and pre-doctoral medical students at Ohio University College of Osteopathic Medicine (OU-COM) and the Centers for Osteopathic Regional Education (CORE) system supporting postdoctoral teaching, research, and service activities. Develops programs for the Osteopathic Network of Excellence (OhiONE) video conferencing system and Centers for Osteopathic Regional Education computer wide-area network by working with other coordinators and instructional support staff at OU-COM and CORE affiliated hospitals including scheduling, curriculum analysis, technical evaluation and faculty support.

APPLICATION DEADLINE: By **June 29, 2001** please submit a cover letter, resume with names/telephone numbers of three professional references to Anita M. Kochis, Director, COM Human Resources, Ohio University College of Osteopathic Medicine, 015 Grosvenor West, Athens, Ohio 45701. (740) 593-2544.

Please feel free to visit us at: Ohio University web site: <http://www.ohiou.edu>

Ohio University College of Osteopathic Medicine web site:
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THE STATE EXCHANGE

State Chapters and individuals are encouraged to share information about current activities, proposed legislation, successes and caveats experienced by members of USDLA State Chapters. This will be published in a section of the USDLA web page called THE STATE EXCHANGE. Readers who are not members of State or National USDLA are also encouraged to contribute.

TECHNOLOGY EDUCATION EXCHANGE

This section will highlight existing and proposed new partnerships and models for active collaboration between communications industries and education, local, state, or national, K-graduate school. It will reference new technologies that hold exceptional promise in meeting the needs of school and training environments. If you are working with technologies that you would like us to review for inclusion in TECHNOLOGY EDUCATION EXCHANGE, either as a manufacturer or user, please send information and press releases to the address above.

CALL FOR PAPERS

These official publications of the United States Distance Learning Association are interested in research, studies, policy frameworks and analysis in the areas of electronically-mediated distance learning and teaching, curriculum design, distance learning technology, administration of distance education, and related policy and institutional change. ED Journal is a refereed journal published online monthly. Ed Magazine is directed towards exchange of information, new technologies and a more general approach to Distance and Open learning. An interdisciplinary panel specializing in distance education will review all submissions.

Submission

Article submissions are usually from 2,000 to 5,000 words in length. However, 12,000 word articles based on extensive research, in-depth studies or literature surveys are often published. The material submitted should conform to APA standards.

If possible, include camera-ready art or high quality laser prints of all charts and graphs. It may be possible to recreate the charts if necessary from data submitted. Photos may be used if it is possible to incorporate them within the online publication. It is possible to fax in graphs to be re-created by our graphic artist. If you wish to include pictures/photos, please submit a print via EMAIL using .BMP or TIF.

An article may be submitted in electronic form, either by online file transfer (email or attachment) or by disk in ASCII Text, Rich Text Format, or as a Word file. Please send one printed copy with the disk.

Please include a brief biography of the author or authors, mailing addresses, and email/phone contact numbers.

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Editor's Note: This is the executive summary of a 54-page study published by the NEA in June 2000. It provides key data for planners and administrators in understanding the rapid shift to incorporate online learning into school and college programs. The complete version is available for viewing or printing at <http://www.nea.org/he/abouthe/dlstudy.pdf>

A Survey of Traditional and Distance Learning Higher Education Members

Abacus Associates



Commissioned by
The National Education Association

Executive Summary And Strategic Recommendations

Faculty teaching distance learning courses and faculty teaching traditional courses hold positive opinions about distance learning, primarily because distance learning courses offer educational opportunities to students who would not otherwise enroll in courses. While, faculty believe they will be hurt financially by distance learning, and financial considerations are very important to them, at the current time, their enthusiasm for offering an education to more students outweighs these concerns.

The picture of distance learning presented in this report is representative of distance learning as it is occurring at traditional public two-year and four-year colleges and universities with NEA members. These distance learning courses are taught by full-time faculty to relatively small classes of students using technologies that are highly interactive. The results presented here, including the positive ratings and high course completion rates, may not apply to distance learning courses at other types of institutions.

The Growth Of Distance Learning Courses

Currently, one in 10 higher education NEA members teaches a distance learning course. Furthermore, 90% of NEA members who teach traditional courses tell us that distance learning courses are offered or being considered at their institution. Because increasing numbers of colleges and universities — and more NEA members — are offering distance learning courses, NEA

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commissioned this study. The conclusions are intended to help NEA shape policies for distance learning courses so that students receive a good education and distance learning faculty receive fair treatment.

Distance Learning Faculty: What Do They Look Like?

Similarities between distance learning and traditional faculty

- Distance learning NEA members and NEA members who teach traditional courses have similar demographic profiles, largely because distance learning faculty spend most of their time teaching traditional courses.
- Distance learning NEA members resemble traditional faculty in that they are full time (89%), tenured (73 %), split evenly between full professors (35%) and lecturers and adjuncts (35%), hold masters' degrees (48%) rather than a Ph.D. (31 %).
 - These findings appear to dispel the notion that traditional faculty are being replaced by part-time distance learning faculty who offer one course, with the following caveat. Our survey only includes distance learning faculty who are NEA members. Part-time faculty who teach a single distance learning course would be less likely to be NEA members.
- Both distance learning and traditional faculty are most likely to teach at statewide institutions with multiple campuses (50%) rather than district (23%) or single campus institutions (25%).
- Distance learning courses are not concentrated in a few academic fields. Distance learning and traditional courses are similarly distributed across fields.

Differences between distance learning and traditional faculty

- Distance learning and traditional faculty differ somewhat in that distance learning faculty are more likely to teach at a community college (distance learning faculty = 68%, traditional faculty = 54%), and slightly less likely to be over the age of 55 (df = 25 %, tf=34%).

Distance Learning Technology: Communicating With Students

We see two basic types of distance learning courses: Web-based courses (44%) and those relying primarily on video technologies (54%)

DL is defined as courses with more than half of the instruction taking place when students and faculty are in different locations

- Forty percent (40%) of faculty teaching a Web-based course hold a very positive view, compared to only 25% of those whose distance learning course is not a Web-based course.
- Virtually all of the faculty teaching distance learning courses use an interactive technology to teach their courses.
 - Only 2% of faculty tell us that their distance learning course relies exclusively on one-way pre-recorded videos.
- E-mail is the dominant means of communication employed by faculty and students outside of the normal instruction time.
 - Eighty-three percent (83%) of faculty teaching Web-based courses use e-mail to communicate with a typical student in their class once a week or more.

- Almost half (42%) of faculty teaching courses that are not Web-based use e-mail to communicate with a typical student once a week or more.
- A significant proportion of distance learning faculty never see their students in a face-to-face setting.
 - Only 30% of Web-based faculty and 19% of faculty whose distance learning course is not Web-based see their students once a week or more.

DL courses with frequent faculty-student interaction are more successful

- Almost all distance learning faculty (96%) have some type of one-on-one interaction with their students —either through e-mail, telephone, chat rooms, threaded discussion groups, or a face-to-face meeting. Faculty teaching courses with more student interaction are also more likely than their counterparts with less student interaction to hold an overall more positive attitude toward their distance course. Faculty with frequent student interaction also give their distance learning course higher ratings on meeting the goals NEA has determined are essential to a quality education.

Developing The Course: Institutional Support, Faculty Rights, And Compensation

Faculty with technical support give their DL courses better ratings

- Three-fourths (76%) of distance learning faculty rate the technical support, library, and laboratory facilities for their course as excellent or good.
 - Technical support is significantly more important to overall feelings about distance learning than attributes related to the type of institution or the type of student in the course.
- The majority of distance learning faculty (70%) report that workshops and training sessions on teaching distance learning courses are available to them on a regular basis, and a similar majority of faculty have participated in a training session.
 - When policy regarding distance learning is included in the collective bargaining agreement, the institution is significantly more likely to offer distance learning training courses on a regular basis.
- In considering whether they are the content designer or the manager of information in their courses, 37% say the designer of content, 20% say the manager of information, and 41% say both.

Faculty spend more time on their DL course, with no course reduction and no additional compensation

- Over half (53%) of distance learning faculty spend more hours per week preparing and delivering their distance learning course than they do for a comparable traditional course, compared to only 22% who spend fewer hours.
 - Even those faculty who have taught their distance learning course eight times or more spend more hours (48%) rather than fewer hours (21%) on their distance learning course.
- In spite of spending more hours on their distance learning course, most (84%) of faculty get no course reduction, and 63% of distance learning faculty are compensated for their distance learning course as if it were

part of their normal course load.

- Seventy-three percent (73%) of Web-based distance learning faculty are compensated as part of their normal course load.

Distance Learning Students: What Do They Look Like?

Distance learning students at traditional, public higher education institutions do not fit the stereotype

- In contrast to stereotypes of distance learning students as older, part-time students, NTEA faculty teach as many younger students as older students and as many full-time students as part-time students. The largest percentage of courses (38%) have an equal mix of students over and under 25 years of age. The remainder are evenly divided between mostly under 25 years of age (27%) and above 25 years of age (27%).
- Since the largest percentage of NEA members teach in undergraduate institutions (78% of distance faculty, 70% of traditional faculty), we also find that distance learning courses are primarily undergraduate courses (82%) rather than graduate courses (16%), and most of the courses fulfill a requirement (70%) rather than being offered as an elective (20%).
- Two-thirds of faculty report that their distance learning course has a limit on the maximum number of students who can enroll. Faculty teaching courses with enrollment limits—regardless of whether the limit is high or low—hold more positive feelings about distance learning.
- Also in contrast with stereotypes, we find that the distance learning classes that NEA members teach are not large, most of the classes are entirely composed of students taking the course for credit and students are nearby.
- Two-thirds of distance learning faculty teach a course with 40 or fewer students. Only 6 respondents teach a course with over 200 students. Class size is not related to ratings of distance learning courses among courses with under 100 students. We cannot comment on what happens in very large courses.
- A majority of the distance learning faculty (56%) report that most of their distance learning students live within one hour of campus, and another third (32%) report that their distance learning students live mostly in the state but more than an hour's drive away. Only 4% of the distance learning faculty report that most of their distance learning students are from out of state.
- The largest percentage of faculty (63%) report that most distance learning students are enrolled on another campus of the same institution offering the course. Relatively few (19%) report that most students are enrolled at another institution.

The Potential And The Concerns: What Faculty Think About Distance Learning

Faculty hold positive opinions toward distance learning courses

- Among distance learning faculty, 72% hold positive feelings, compared to only 14% who hold negative feelings.
- Traditional faculty are somewhat less positive—51% hold positive feelings toward distance learning courses, compared to 22% who hold negative feelings. A significant proportion (28%) of traditional faculty remain undecided and are waiting to see the implications of these

courses for students, their institution and themselves.

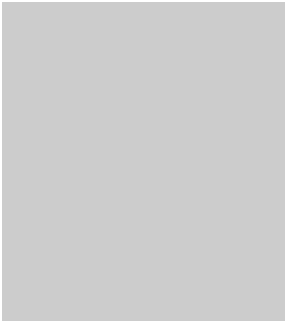
- Faculty who teach Web-based courses have more positive opinions about distance learning courses. Correlations that exist between faculty opinions about distance learning and most other factors are greatly reduced when we control for whether the course is a Web-based course or a course that is not dependent upon computer technology.

Regressions indicate that DL shortcomings are outweighed by the possibility of educating more students

- Faculty evaluate distance learning primarily on quality of education considerations and secondarily on more traditional union considerations. In particular, faculty believe that distance learning courses reach students who would not otherwise take a course and allow smaller institutions to offer a richer curriculum.
- Considering the list of 10 possible negative outcomes of distance learning, faculty tell us that three outcomes would concern them the most, if they did in fact occur. Two of these most important outcomes relate to traditional union concerns and faculty think they are **very likely** to occur:
 - Faculty will do more work for the same amount of pay;
 - Faculty will not be fairly compensated for their intellectual property.
- Faculty think the other most important possible outcome is **unlikely** to occur:
 - The quality of education would decline.
- At the current time, faculty believe they will be hurt financially by distance learning, and financial considerations are very important to them. However, the prospect of being able to offer an education to students who could not otherwise enroll in a course outweighs these concerns.
- Traditional and distance learning faculty rank the following concerns as not likely to occur, and somewhat less important to them, even if they do occur:
 - Fewer jobs;
 - Decline in the quality of faculty;
 - Less candidness in the classroom.

Web-based courses fare better against traditional courses than courses not based on the Web

- When we separate Web-based courses from not-Web-based courses, we find that faculty teaching Web-based courses give their distance learning courses a better rating than their traditional courses on meeting these five goals:
 - Giving the students access to information;
 - Providing students with high quality course material;
 - Helping students master the subject matter;
 - Assessing the educational effectiveness of the course;
 - Addressing the variety of student learning styles.
- Faculty teaching Web-based courses give their distance learning course the same rating as their traditional course on meeting the first two of the following goals and a worse rating on the last three goals:
 - Improving quantitative skills;

- 
- Developing student interactivity;
 - Strengthening students' group problem-solving skills;
 - Improving verbal skills;
 - Helping students deliver better oral presentations.

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Editor's Note: Online learning occurs in many formats. Dr. Robin Mason of the Open University provides an excellent summary in this 1998 paper. Evolution of these learning paradigms continues as a result of technological innovation, experimentation, and new instructional designs. This paper is reprinted with permission from the conference proceedings, "Networked Lifelong Learning: Innovative Approaches to Education and Training Through the Internet" edited by L. Banks, C. Graebner, and D. McConnell, University of Sheffield, 1998. It was also published in ALN Magazine, a publication of Asynchronous Learning Networks at http://www.aln.org/alnweb/magazine/vol2_issue2/Masonfinal.htm

Models of Online Courses

Robin Mason

Abstract

I propose a rather simple framework within which to consider the very wide range of existing online courses. The mystification surrounding the term "online course" arises because it is used indiscriminately to apply to nearly any course that makes even a passing use of the Internet, as well as to those where every aspect of the course is only accessible electronically. Of course categories are invidious to many who immediately cite applications that do not fit easily into the framework. Nevertheless, I think it is useful to begin to define the online educational world if only for others to redefine for themselves.

I. HISTORICAL INTRODUCTION

Painful as it is to remember, most of the first online courses were delivered on command-line systems that required skill and patience from even the dedicated user, let alone the intrepid novice. A perusal of early literature on computer conferencing and Internet access to databases produces a litany of concerns about training materials, help desk queries, and front-end programs, as well as discussions about how best to help new users become active participants [1], [2].

Instructions for using the evocatively named Archie, Veronica and Gopher filled whole books [3], but notwithstanding, were actually used by some course providers to give students access to resources, papers and databases of information.

Early MOOs (Multi user dungeon, Object Oriented), which provided real-time text-based communication spaces, were equally arcane, and very few sustained educational applications ever emerged out of this essentially game-playing environment.

Nevertheless, these three elements: asynchronous group and individual messaging, access to course materials, and real-time interactive events, form

the backbone of what continues to constitute the world of online courses. During the 90s, perhaps the most extensive developments have taken place in the area of access to course materials. Communication, whether real-time or asynchronous, and whether one-to-one or many-to-many, has merely become easier.

Newer conferencing systems became available in the early nineties and these provided a Windows interface to messaging. Training in the technicalities of using such systems has been less and less problematic and occupies almost a negligible amount of the course time. The advent of the Web and its phenomenal growth has similarly reduced the training overhead for accessing course content [4].

Web-based conferencing systems and the support for audio and video on the Web complete the current picture of an integrated environment for delivering course content and participant interaction and support through one logon sequence. Web-in-a-box software now takes this environment and packages it for the coal-face educator who doesn't want to be bothered with html and needs simple administrative and assessment facilities for tracking student progress.

Figures 1 and 2 demonstrate this technological journey from command line frustration to user empowerment. Of course, this relative improvement in access and usability has merely allowed other problems in creating online learning environments to emerge more clearly. These will be the focus for the rest of the paper.

```
MoSy:acs-info
Topics are: 'other', 'acs97'.
Topic? acs97
Joining conference 'acs-info', topic 'acs97'. 18 new message(s).
acs-info/acs97:3
=====
acs-info/acs97 #3, from acs-info, 885 chars, Tue Feb 11 13:02:38 1997
-----
>Subject:      work on Dial-up Access nodes at Edinburgh and
Birmingham ...
>
>Edinburgh Dial-up Access node:
>
>Dial-up users into the Open University access node at Edinburgh are
>asked to note that we have been informed by Mercury Telecommunications
>that there will be a few minutes interruption to service between 23:59
>hrs on Wednesday 12th February and 00:04 hrs on Thursday 13th February
>1997 for essential engineering work.
>
>Birmingham Dial-up Access node:
>
>Dial-up users into the Open University access node at Birmingham are
>asked to note that we have been informed by Mercury Telecommunications
>that there will be an interruption to service between 00:45 hrs and
>01:05 hrs on Sunday 16th February 1997 for essential engineering work.
>
>None..
>
>Mike Hobday
```

Figure 1. Command-line Conferencing.

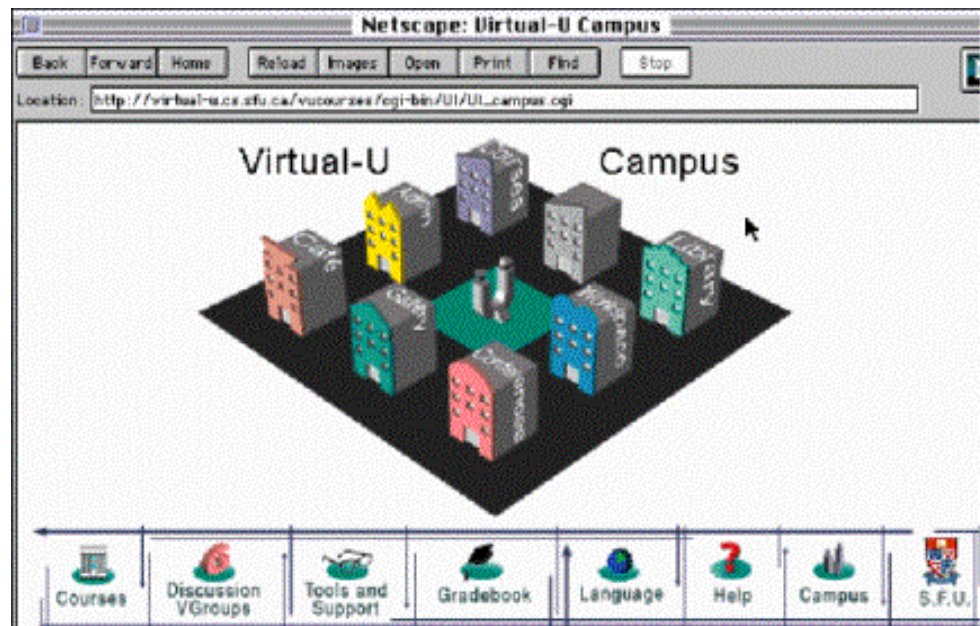


Figure 2. Virtual-U.

II. PEDAGOGICAL EVOLUTION

My use of the term pedagogical evolution is not meant to imply a notion of teaching getting better and better, or of the invention of new and different methods. Rather I mean to suggest the experience of working with the technology (itself a moving target) and with course participants to arrive at new perspectives on how learning is best encouraged and supported in the online environment. All of the elements I am about to discuss are very familiar educational approaches - they are simply being adapted and re-discovered in their online form.

Structure Discussions

Many of the early online teachers were dazzled by the new opportunity of group communication with students at a distance. Because unlimited, interactive, time-independent discussion was technically possible, both students and tutors expected it would happen. The fact that educationally beneficial, dynamic and all-inclusive discussions are far from commonplace events in face-to-face teaching, should have prevented the growth of this unreal expectation for the online environment, which almost all early adopters experienced. While the technology tends to support a certain degree of egalitarian participation, and does allow users the freedom to input messages at their convenience, the conditions which are needed to produce good educational discussions are far more complex, more people-dependent and more educationally determined than mere technology will ever influence very significantly.

Most online educators have realized that generating good discussions online takes careful planning and structuring. Breaking large numbers of students into small groups (typically under ten), providing specific tasks (such as searching for answers to set questions in readings or Web resources) and setting timelines for discussion - all of these elements are increasingly used and adapted to the online environment to give structure and to help the learner to take an active part. Free-for-all open discussions have largely been abandoned

for serious teaching purposes, although they continue to flourish in social areas.

B. Collaborative activities

As the online medium matures and many more educators adapt their subject areas to the environment, examples of collaborative activities and assignments are growing and leading to a climate of acceptance for innovative ideas in how groups of distance learners can work together online. The Web often acts as the resource around which the activities are designed, in some cases using course-specific materials and readings provided by the tutor, and in other cases using the vast materials from other Web sites worldwide. Students are often asked to construct a group Web site as the focus for their joint work. Alternatively they could be asked to work through problems, experiments or simulations presented online and to compare their solutions. Whereas early collaborative activities were largely restricted to discursive areas of the curriculum or to joint writing assignments, the Web with its multimedia capabilities has now extended the potential for collaborative work into the image-dependent subjects like science, technology and mathematics [5].

Peer commenting on work that normally would have been seen only by the tutor, is an area of group activity well supported by current technologies. Students submit their work to a file area or Web space so that other students on the course can read and comment on it. Just as the online environment breaks down the barriers to the lecture room walls and makes the teacher more visible, so it does for students as well when their work is open to view and critique in this way by their peers. A number of evaluations of courses involve peer commenting report on the educational advantages [6].

Because it tends to require more initiative, more time and more dependence on others, group work is rather more popular with teachers than with students! When integrated with assessment and examination, however, the evidence is that most students do overcome their inhibitions and play their part in joint activities. In fact, there is a veritable explosion of interest in collaborative work at tertiary and professional updating level, as the technology improves to support it, as employers increasingly demand it, and as educators re-discover its value in the learning process.

C. Online assessment

The ease with which students can now submit assignments electronically and take self tests and even examinations online, has led many institutions to exploit the technology to globalize their courses and in some cases to relieve tutors of the more tedious aspects of marking. Web-in-a-box software customized for education offers forms for easy creation of multiple choice tests as well as assignment submission systems and record keeping facilities. A number of firms market software for developing more complex assessment processes, and these can be used to conduct surveys and collect other forms of data from users.

Current assessment procedures in higher education are long overdue for a rethink. They are particularly ill suited to the digital age in which using information is more important than remembering it, and where reusing material should be viewed as a skill to be encouraged, not as academic plagiarism to

be despised. Many online courses are leading the way in devising assignments and assessment procedures which reflect the call for higher education to teach IT literacy, team working ability and knowledge management skills.

D. Interactive course materials

Early computer-based learning programs tend to be dismissed now as page turning devices which fall far short of the interactive, user-centered claims originally made for them. Although the technology exists to design and produce teaching material which offers the learner genuine choice of learning routes and methods, a range of video, audio and text materials, and opportunities to interact meaningfully with content, the resulting course materials are often prohibitively expensive to prepare. Apart from the financial resource needed, what is also essential is educational design expertise. Technology is rarely the problem - and equally rarely the solution! Sharing computer-based teaching material amongst consortia or on a commercial basis, is the holy grail - much talked of and aspired to even in funded programs, but so difficult to achieve. The Web and to some extent CD-ROMs overcome the early interoperability problems in sharing computer-based software, and quality of teaching material is now the major stumbling block. Many computer-based teaching programs whether stand alone, on an Intranet or the Web, fall into one of two categories: all glitz and no substance, or content which reflects a rote-learning, right/wrong approach to learning.

The lifelong learning movement with its emphasis on just-in-time learning and a customer-centered approach has helped to develop the interest in online courses using a resource-based model. The underlying aim of such courses is learning how to learn; that is, facilitating knowledge management skills such as searching, selecting and synthesizing information, discovering how and where to find answers and solutions, and understanding, transforming and presenting ideas. The Web provides both the cause and the means for doing this.

E. An online pedagogy

Current approaches to teaching and learning in higher education are dominated by the following: the importance of interactivity in the learning process, the changing role of the teacher from sage to guide, the need for knowledge management skills and for team working abilities, and the move towards resource-based rather than packaged learning. All of these elements figure strongly in the literature of online educators [7]. In fact, I would contend that online courses are driving pedagogical evolution in higher education generally, because of the rush to digitize, virtualize and globalize the campus.

III. ONLINE COURSE MODELS

I am going to propose a rather simple framework within which to consider the very wide range of existing online courses. The mystification surrounding the term "online course" arises because it is used indiscriminately to apply to nearly any course that makes even a passing use of the Internet, as well as to those where every aspect of the course is only accessible electronically. Of course categories are invidious to many who immediately cite applications that do not fit easily into the framework. Furthermore, my thinking, and hence my categorizations are heavily influenced by a distance teaching background, and

those from either a campus or training environment probably conceptualize the field differently. Nevertheless, I think it is useful to begin to define the online educational world if only for others to redefine for themselves.

A. Content + Support Model

This model is the earliest and most extensive category of online course. It relies on the separation between course content (which is probably delivered in print or possibly now as a course package on the Web) and tutorial support (which in its simplest form is delivered by email or alternatively by computer conferencing). The model supports the notion of relatively unchanging content materials which can be tutored by other teachers than the content authors. Rudimentary amounts of collaborative activity amongst students, peer commenting and online assessments can be supported by computer conferencing. However, these online elements tend to be added onto the course and students of such courses frequently report conflicts with learning the materials and participating in the online activities. Considering the course as a whole, the online component represents no more than about 20% of the students' study time in this model.

Where the course content consists of structured Web pages, the division between content to be mastered and engagement with discussion is sometimes reduced. This relatively new adaptation of the content + support model and the advent of Web conferencing are beginning to blur this category with either of the next two. However, even when the course content is online as well as the tutorial support, I think it is still useful to consider the distinctive characteristics of the very many courses where there is a strong division between content and support.

B. Wrap Around Model

My next category defines those courses which consist of tailor made materials (study guide, activities and discussion) wrapped around existing materials (textbooks, CD-ROM resources or tutorials). I categorize this as the 50/50 model because the online interactions and discussions occupy about half of the students' time, while the predetermined content occupies the other half. This model tends to favor a resource-based approach to learning, giving more freedom and responsibility to the students to interpret the course for themselves. The tutor's or teacher's role is also more extensive than that in the first model, because less of the course is pre-determined and more is created each time the course is delivered, through the discussions and activities.

Real time online events sometimes feature in this model (as well as in the next). Screen sharing software is often used for problem-solving areas of the curriculum so that tutors can help students on a one-to-one, or one-to-small group basis. A one-way audio lecture accompanied by Web-based overheads is another way of adding a live dimension to the course. Students can interact through posting email questions. As technology improves, these events will include video as well as audio.

C. Integrated Model

The third model is at the opposite end of the spectrum from the first. The course consists of collaborative activities, learning resources and joint assignments. The heart of the course takes place online through discussion, accessing and processing information and carrying out tasks. The course contents are fluid and dynamic as they are largely determined by the individual and group activity. In a sense, the integrated model dissolves the distinction between content and support, and is dependent on the creation of a learning community.

Real time communication, in some cases initiated by the participants, might be video-, audio- or text-based and would support small group activities and tasks.

IV. EXAMPLES OF COURSE MODELS FROM THE UK-OU

The content+support model is used extensively at the UK Open University, where content is prepared by central academics and tutored by part-time associate lecturer staff. This model has been adapted to the online world by decreasing postal, phone and face-to-face contact in favor of interaction via computer conferencing. Large scale examples include the Technology Foundation course with over 5000 students using FirstClass for contact with their tutor, with other students and to a limited degree with course concepts in content-related conferences. In other courses, such as the second level Information Technology course, DT200, students are required to carry out two joint assignments and to send one of them in electronically. Courses in the Open Business School also use FirstClass, some with an associated Web site, alumni activity and groupings based on business interests. In all, nearly 40,000 students use computer conferencing as a support medium on courses delivered largely through print.

A Web-based version of this model has been piloted by the OU's Institute of Educational Technology, although it is relatively common elsewhere. This course consists of about 100 Web pages containing information, exercises, links to other sites and a set of tasks for the student to carry out. The students, in this case a rolling intake joining at their convenience, work through the materials and send in their assignments for the tutor to mark and comment on. This version of the model is particularly appropriate for short courses and for professional updating or training courses. It is also possible to add Web conferencing to the process for those who want more communal support.

Figure 3 is a page from this Web course showing the map of the course contents.

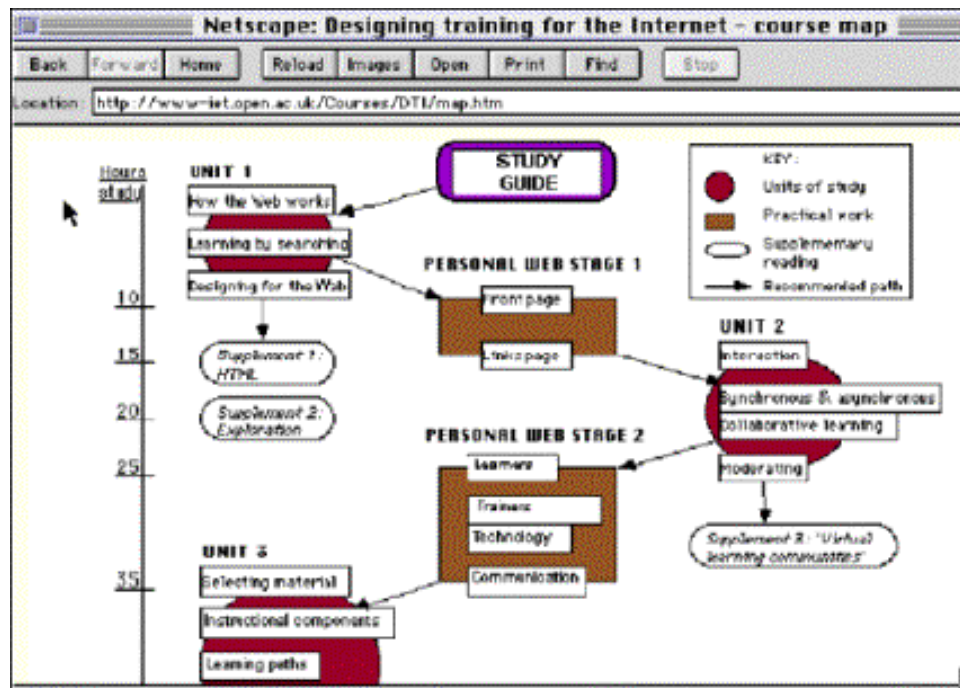


Figure 3. Map of a Web-based Course.

Less well known OU courses use the wrap-around model. The most long standing course is in artificial intelligence and Lisp programming, DM863, and consists of a textbook and extensive interaction on FirstClass with the tutor and other students. Currently, several web-based wrap-around courses are in the planning stages.

The essence of the content+support model is that it can achieve unprecedented economies of scale. Relatively high course development costs can be offset against relatively low presentation costs, and as the number of students in the course rises, the per-student cost of the course falls. This simple formula becomes more complicated with the wrap-around model. Using a textbook or other existing materials reduces the preparation costs, but increases the presentation costs, as the tutors have a greater responsibility to create the course through their interactions with students. As student numbers increase, costs (of tutors) rise incrementally. Of course tutor costs also rise with student numbers on the content+support model, but these costs are relatively small in relation to the development costs of the course materials. Wrap-around courses may require a higher ratio of tutors to students or possibly a higher rate of payment due to their greater responsibility in creating the course. Nevertheless, for small courses in niche subjects, this is a very cost effective model.

Figure 4 shows a screen from the FirstClass conferencing environment set up to accompany a textbook.

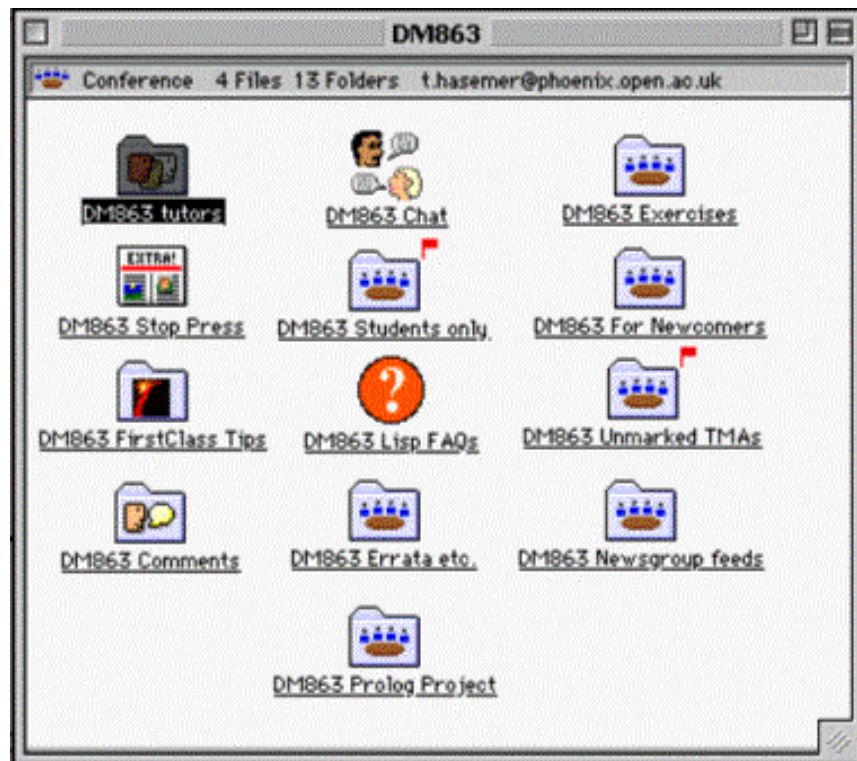


Figure 4. Online environment of a Lisp Programming Course.

As the collaborative, task oriented, discussion-based components of an online course increase, so the content of the course is increasingly determined by the group. Resources are of course provided at the outset, but the selection of materials and the interpretation of the tasks form the stuff of the course. This is what I call the integrated model.

The only OU course which approaches this model is the second year of the Masters in Open and Distance Education, designed and tutored by the Institute of Educational Technology. This course is largely based on collaborative and individual activities carried out on the Web using papers, external links and other resources supplied by the course team. Each of the assignments requires students to integrate comments from discussion conferences into their work, and the final examinable component (in the form of an extended essay) requires students to reflect on what they have learned from the various elements of the course: discussion, activities, reading and joint work. Real time events will be run using various technologies as they become available over the life of the course. The first real time session involved peer marking of one student assignment over a 24 hours period to accommodate different time zones and availabilities.

Figure 5 shows a Web page from this course.

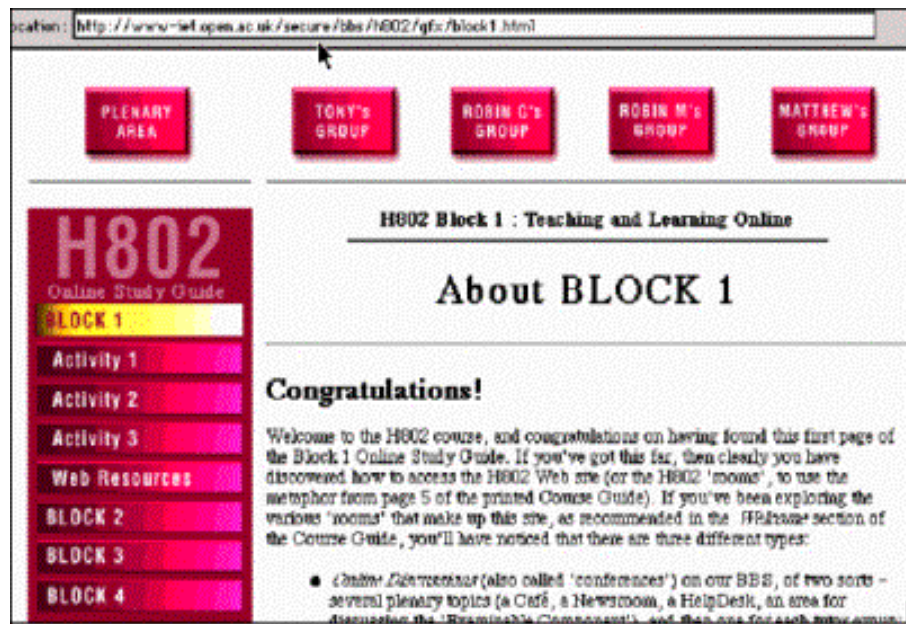


Figure 5. IET's Web-based H802.

The design of this course has arisen from extensive experience in running short online courses in technology-based education for professional updating. Various approaches to creating interactive learning environments have emerged from the experience of a dozen members of staff, and the most successful elements have been applied to the MA: structured activities such as debates with individual roles, Web searches with specific targets, peer commenting on written work, and incentives to engage in discussion.

The aim of the integrated model is to build on the inputs of the students within the carefully constructed online environment to create a self-sustaining learning community. To make this model equally achievable on a large scale, as it has been shown to be on a small scale, will be the ultimate OU test.

V. ISSUES IN TEACHING AND LEARNING ONLINE

The issues which I think are the most central to discussions of online teaching have already been mentioned, but I will draw them together here:

- collaborative working - designing activities for all the curriculum areas, coping strategies for handling non-participants, building on the advantages of online technologies and avoiding their disadvantages
- rolling intake versus cohort system - appealing to the market for just-in-time learning without losing the advantages of collaborative working, setting up administrative systems to handle a rolling intake
- tutor workload - designing online structures which maximize the input of the teacher, yet do not leave students floundering in mutual ignorance, developing tutors' online facilitation skills
- motivation of students - finding incentives for students to participate actively, providing some synchronous events to maintain their interest and enthusiasm, supporting them in taking responsibility for their learning
- sustainable models for online education - developing successful cost-effective approaches to online learning, and for the UK-OU, scalable systems which are successful with large numbers of students

VI. NEW LEARNING ENVIRONMENTS

I said in the introduction that I would indicate the ways in which online courses are leading the development of new learning environments. These apply particularly to adults studying at a distance, and particularly at postgraduate or professional development level. Nevertheless, I suspect that we will begin to see this direction reflected in undergraduate and campus-based courses with an online component. The following two concepts best define my thinking about the nature of new learning environments:

- break down of the distinction between teacher and taught

It is well known in the teaching profession that the best way to learn something is to teach it. Just as the Web turns everyone into a publisher, so online courses give everyone the opportunity to be the teacher. Computer conferencing is the ideal medium to realize the teaching potential of the student, to the advantage of all participants. This is hardly a new discovery, merely an adaptation of the seminar to the online environment. It is not a cheap ticket to reducing the cost of the traditional teacher, however. Designing successful learning structures online does take skill and experience, and online courses do not run themselves. It is in my third, "integrated model" where this distinction is most blurred, as it provides the greatest opportunities for multiple teaching and learning roles.

- collective construction of the course

The online environment, with its resources, places to interact and people to contact, can form the backdrop against which a learning community comes together briefly to collaborate in a shared course. This ideal may only be tasted on a few courses and usually towards the end, as people realize what they are about to lose. Nevertheless, the idea of collective construction of a course can act as a guiding principle for course designers and participants, as the technology and the pedagogy are available to support it. The notion of co-constructing a course is not an excuse for teachers to entirely abdicate their traditional role. In my experience, it must always be a delicate balance between good preparation on the part of the course designers and yet willingness to work on the fly, and to adapt to the evolving group dynamic. It involves a real understanding of the purpose of a course and the ability to realize this in the form of challenging activities and group processes. Twenty-five years ago, the OU established its reputation on its ability to apply these principles to writing out-standing learning materials in print. The challenge now is to develop similar excellence in designing online courses.

ENDNOTES

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About the Author

Dr. Robin Mason Professor at the Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes MK7 6AA. Professor Mason is a specialist in the research and practice of online teaching and learning and a pioneer in developing computer conferencing for distance education. She works with many course teams across the Open University in the design, tutoring and evaluation of online courses.

Currently she is Director of the Open University's Masters Programme in Open and Distance Education. She has led course development and tutored several of them. In 2000, she conceived a Virtual Graduation for the first cohort of Masters students and developed the concept with the Open University's Knowledge Media Institute.

Her research interests are focused on cultural issues in online courses, assessment methods using the web, globalization of education through new technologies, growth of e-Universities, and educational-provider partnerships.

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Editor's Note: An increasing number of professors and classroom teachers are developing online courses. These include online segments for a course taught on campus, or a course designed for distance learning. Dr. Barbara McGoldrick documents her transition during five semesters to new technologies and changing student needs. USDLA is grateful for permission from Dr. McGoldrick and from Brian Pankuch, Editor of the CCE newsletter: http://www.eclipse.net/~pankuch/Newsletter/Pages_News/NewsletterCCE.html

The Genesis of an Online Chemistry Course

Barbara McGoldrick

The development of an online chemistry course for non-science majors is traced over the course of four teaching semesters. The evolution of the following course components is described: methods of communication, lecture content, laboratory content, and course management.

The non-science major's chemistry course at Union County College is a one-semester course that I had taught on campus for the past twenty or more years. The course fulfills a lab science requirement for students in the business, fire science, education and liberal studies programs. Students register for lecture and lab separately. Registration can currently be accomplished online. The on campus lecture is 150 mins/week and the lab meets for 3 hours weekly. The course, Chem 106 - Consumer and Environmental Chemistry, has no math or chemistry prerequisites. It had usually run during the spring term with one section of about 12 - 18 students.

In 1997, the college undertook a significant distance education initiative. Incentives and release time were provided for faculty to develop and teach distance education courses. The delivery modes that faculty prepared to use were instructional television (ITV), videotape (telecourses) and web based. I was among the cadre of faculty with a keen interest in developing these new courses in order to improve service to a student population that was increasingly older, working, and going to school part time.

My initial efforts were to develop a distance education lecture course that was founded on "The World of Chemistry" videotapes that are produced by the University of Maryland at College Park and the Educational Film Center and are provided by PBS Adult Learning Services. These include 26 thirty-minute television programs with a textbook, study guide, lab manual and faculty manual. This delivery option seemed most viable at the time because it required students to have no more than a VCR to take the course. In addition, this text provided a course that duplicated the content of the on campus course.

My philosophy in teaching chemistry "at a distance" was no different than in teaching on campus. My goal was to maximize student contact and encourage students to work at a consistent pace throughout the course. Since learning chemistry is a progressive process, these two elements are essential to student success. Without seeing students regularly, frequent grading was the best way to ensure students were working at a steady pace and for me to quickly intervene to assist students who were having difficulty.

Trial 1

In the fall of 1998, I offered the lecture only as a telecourse using "The World of Chemistry" materials with the exception of the lab manual. The laboratory was unchanged. Students attended on campus labs running the course of 13 weekly meetings. The first meeting included equipment check-in and safety orientation and the 13th week was reserved for a comprehensive written lab final exam. During the intervening 11 weeks, students spent 3 hours per week completing lab experiments that were based on handouts either another department member or I had previously developed.

With only 5 registered students, the class was permitted to run with the hope that the investment would bring in more students in future semesters. As soon as these students enrolled, I had mailed them a welcome letter and a survey to determine the most convenient time for the class to meet. Students attended an evening orientation session during the first week of the semester. At this session, they received a complete syllabus, which correlated the textual readings, complementary videos, graded assignments, announced on campus tests, and due dates for the entire term. Graded assignments included chapter homework and a series of four short papers, each of which reviewed a chemistry, related journal article they chose to read. On campus written tests covered 3 - 4 chapters at a time (please see the sample assignment sheet).

In this initial offering of the course, there was no requirement that students have their own computers or Internet access. Students were given a variety of options to submit work: by US mail, fax, in person to a chemistry staff member, or by email. Regardless of the option chosen, submissions had the same weekly deadline. Point penalties were charged for lateness.

I designed the course such that its structure would force students to work consistently and maintain contact with me. This was done two ways:

1. First, students had to submit weekly graded assignments from the end of each chapter. Students were directed first to complete and self-check all odd problems, since their answers were included in the study guide. If students had difficulty with these problems, they were encouraged to consult with me before progressing to the assigned even numbered problems that were graded.
2. Second, students were required to telephone the telecourse class voice mailbox every Monday by 9 AM. At that time, they listened to my recorded tips for the chapter for the upcoming week as well as to a weekly "concept question". I had had a special voice mailbox created, separate from my general voice mail, exclusively for this course. Individual messages up to 20 minutes were accepted. Concept questions were posed that related to the reading of the prior week. Students had 48 hrs to respond to the concept question by voice mail. The following week, I used the voice mail to review student responses. Participation counted for 10% of the lecture grade. This was two-way communication between

each student and me but it certainly did not foster or address the need for student-student communication.

Three students used email regularly to communicate and to submit homework. This encouraged me to further develop my web site to include information for this chemistry course. The course policies and grading, full syllabus, chapter tips, and on campus meeting dates were posted.

During the semester, I began work on redesigning the existing lab experiments such that most could be done at home. Each experiment included an introduction with background information, a procedure section and report sheets. Two experiments were taken from the study guide; one was the traditional cabbage indicator acid/base lab and the other, a study of heat effects and gas production in the reaction of vinegar and baking soda. By the start of the spring term, I was ready to offer the Chem 106 telecourse with @home labs (please see the current lab assignment sampler).

Trial 2

During the spring 1999 semester the lecture telecourse portion of Chem 106 did not undergo significant change. Class size increased only by two. Three students had email and only one used it consistently to communicate and submit assignments.

The lab, however, was another story. At the orientation, students received a laundry basket or lab "kit" containing all the materials they would need for the first half of the lab course as well as a binder with safety guidelines, a schedule, and copies of the experiments. Students viewed a chemistry department lab safety video that I had created years earlier from a grant using the assistance of our own media center. After students viewed this video, I made editorial comments to adapt the safety considerations appropriate for @home experiments.

Two major on campus lab tests replaced weekly on campus lab quizzes. The first was given at midterm. Students took this test, exchanged their kits for a new one for the 2nd half of the course and completed an on campus experiment all in one evening. It was a long evening. At the end of the term students took a comprehensive on campus lab final exam. The lab schedule was added to my web site.

Trial 3

By fall 1999 word had spread and the investment was starting to pay off. Class size doubled to 14. Every student had access to a computer. Everyone emailed written assignments as MS Word attachments and referred to the course information posted on the web site. Some students scanned their lab reports and emailed them as well.

The lab materials were improved and modified. The scale that had been included was simply a food scale with 5-gram precision. This proved to be inadequate. An Ohaus top loading single pan balance with 0.1-gram precision replaced the food scale.

The survey, kit list and @home lab safety guidelines were added to the web site. Chapter testing, grading and concept phone questions remained the same.

Trial 4

In spring 2000 the class was still in double digits and everyone had computer access. The inadequacy of class discussions was addressed during this term. By the middle of the term, the telephone concept questions were replaced by threaded weekly discussions using O'Reilly WebBoard (a trial board is available at: <http://forums.oreilly.com/~wb4trial> - A user can create a new account or enter as a guest to see how the board works). Questions were posed every Monday by 9 AM. Students were directed to respond to the question and to at least one other student in the class by no later than Wednesday at 9 AM. Participation still counted as 10% of the lecture grade. The management of the student lab experience did not fundamentally change with the exception of deletion and subsequent addition of one experiment.

Student evaluations had been collected every time the course was offered. These had consistently been critical of the videos that accompanied the textbook chapters. I thought that the videos were dated, and questioned their usefulness to students. By this time, most assignments, discussions and test questions were based on readings from the text or completed lab experiments.

By the end of the semester, I had gained administrative approval to drop the videotapes and offer the course completely online with @home labs for the fall 2000 term (please see the sampler).

Trial 5

WebBoard was so successful that it led me to spend the summer examining features of WebCT to add to the course (to view a demo WebCT course from a publisher see: <http://bfwpub.webct.com/public/CHEMDEM3/index.html> To request for a trial course go to: <http://v3trials.webct.com/freetrial/>). I decided to keep the O'Reilly WebBoard and add online testing to the course. I had concerns about security once I had decided to adopt online testing. Thus, before the term started I placed individual password protection on the conference and testing portions of my site and class password protection on other informational parts of the site.

I thought three interfaces were plenty for students and me to handle (my site, WebBoard and WebCT). Therefore, I limited the use of WebCT features to a total of 5 online lab quizzes, leaving the lecture tests unchanged with 3 on campus tests. I could have transported the entire course into WebCT but wanted to make changes gradually. I knew WebBoard worked well. My approach was to use the best of what I had found and had plenty of experience with.

By the start of the fall 2000 term, the enrollment was a steady 13 and all students were required to meet minimum technology requirements. This allowed for a significant change in administering the lab. A lab manual was not provided at orientation. Instead, downloadable lab reports were posted on WebBoard each week along with weekly discussion questions. The lab kit materials were modified. First, only one kit was issued at orientation to provide materials for the entire semester. The lab schedule was revised slightly; one on campus lab was replaced with another @home lab.

The new kit excluded those materials easily found at home or in the supermarket. Students were expected to review the materials list for each lab, compare it to the posted list and provide the missing items themselves. The posted "kit list" was revised. A comprehensive list of @home lab materials was posted on the web site with those items students needed to provide

distinguished from those provided by the department.

Safety issues were addressed anew for the current term. Formerly, my telecourse students had viewed the same safety video, read the same safety regulations and signed the same release form that was traditionally used by on campus students. My printed and posted page of @home guidelines along with verbal comments amended this information. This was not enough. At the college attorney's behest, I rewrote the two pages of safety regulations specifically for @home labs and reworded the release form that all students sign. In addition, I used our ITV studio to prepare a 20 minute orientation, which was pasted in front of the departmental safety video. The ITV room has a computer with Internet access connected to the projection and video recording systems. These 20 minutes specifically spoke to the @home lab students. It included a demo and identification of kit items, a review of @home safety regulations, and a demo of website navigation including WebBoard and WebCT. A copy of this tape was made for each student and distributed along with the lab kits at orientation.

The 1st week of the term was used to test all systems. Students went to take a "navigation practice test" on WebCT, introduce themselves on WebBoard and email me an MS word attachment. This semester is a 5th trial but is still very much an experiment for my students and me.

I am anxious to evaluate the online testing experience. I have very purposefully limited this trial to 5 short (15 min) online lab quizzes. All these quizzes are timed but available during an announced 24-hour period. Nothing prevents students from copy/pasting into a test. However, with only a 15-minute test window, taking the time to do this seriously detracts from the test time. This would not be the case for longer tests. In addition, 5 quizzes online save students the two on campus trips telecourse students were making. This new process adds convenience but does not risk course integrity because the quizzes do not reflect a major portion of the students' grades.

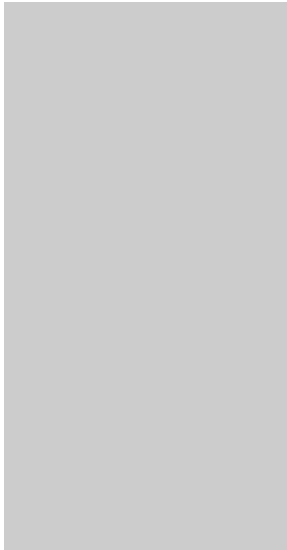
Right now, it is too early to evaluate online testing. WebBoard, however, I can wholeheartedly endorse based on my experience using it this calendar year. Lately, either my questions are getting more provocative or the students are getting less inhibited but 13 students are currently posting 33 messages weekly! - And they are talking chemistry. My greatest challenge is to NOT get involved in discussions until the week is over. During the week, I sit on my hands, and watch as one student challenges or corrects another. By the end of the week, I provide a wrap up to pull in the stray thinkers that have not been corralled by their peers.

Trial n?

At this point in the semester, I am anticipating more improvements for spring 2001 and beyond. I am considering using the WebCT assignment drop box in order to avoid the management and storage of volumes of emailed homework on my hard drive. In addition, I'd like to test the use of net tutor for live chats. During the summer of 2001, it will be time to change texts and make the requisite revisions to my site, to keep the course fresh. Streaming video would be another useful feature to add to replace portions of the safety/orientation videotape. After that& I might rest when I reach the 7th trial.

About the Author:

Dr. Barbara McGoldrick has been teaching Chemistry for more than 25 years.



She is Senior Professor of Chemistry at Union County College, Cranford, NJ 07016. She teaches science majors, nurses and liberal arts majors. She is professionally active in encouraging the growth of distance education by training faculty to use instructional television, creating websites, developing chemistry telecourses and online courses for non-science majors, designing @home laboratory experiments for liberal-arts chemistry students, and offering the first Union County College online course for general chemistry.

Dr. McGoldrick can be contacted at bmcauric@att.net and through her web page: <http://faculty.ucc.edu/chemistry-mcgoldrick/>

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Editor's Note: Dr. Volland is an extraordinary and insightful science teacher. He has established home lab experiences for his Chemistry course students comparable to the traditional on-campus labs. Findings are positive in meeting the academic needs of the off-campus students. Permission to republish his paper (Spring 2000) was kindly granted by both Dr. Volland and Brian Pankuch, Editor of the CCE Newsletter:

Why Add an On-line Course to the Curriculum?

Walt Volland

First it is necessary to agree on a definition for "on-line course". In practice, this definition varies tremendously. Some on-line classes are "on-line" only because the syllabus and the assignments are posted on a server. In others, real-time instruction takes place in a virtual classroom much as it does in an on-campus classroom. Between these extremes, the majority of "on-line courses" usually lie closer to the former than to the latter.

My own On-line 101, Introductory Chemistry, at Bellevue Community College is closer to the latter. This is the "on-line course" whose benefits I discuss in this paper. Lectures, homework assignments, and quizzes are presented on the web site. I have developed a series of lab experiments that can be done at home using readily available consumer products; detailed descriptions and instructions for these are on the site as well. The students choose when to access lectures and when to send questions to me by email. They are assigned to small groups and are expected to interact with other group members either by exchange of emails or by group chat sessions. There are also scheduled chat times (optional) when students and I can interact in a chat room. There are weekly deadlines for sending in completed assignments, lab reports and quizzes because my course is restricted to a quarterly format by the college. Please feel free to visit my "classroom" to observe the class. <http://www.scidiv.bcc.ctc.edu/wv/101-online.html>

There are a number of reasons to consider adding an on-line class to the curriculum. Here is a summary of some reasons that I know. Some offer more benefits to students; others primarily benefit the department.

Students are more active participants in the on-line class. Students cannot assume the passive role of simply attending lectures to acquire information. They cannot pretend that the burden of learning is on the "teaching" of the faculty member. Students are put in a position of being responsible for their learning. They must assume an active role in the learning process to succeed in an on-line class. Many students are surprised to find that learning is a complicated, on-going activity that requires input of their time outside of class!

An on-line class has the potential for improving communication among

students and between students and faculty. Students have more opportunities to ask one-to-one questions through email and chat sessions. Students are less inhibited by the keyboard and monitor than they are by a room full of other students. There is a friendly anonymity around a student who is working at a CPU.

In an on-line class, students should be presented with well-edited course materials. If the course lectures are on-line, students will have error-free lecture notes because they do not have to play stenographer and can download printed copies instead. Here is an example of a lecture on Arrhenius acids. A "blended" class (a hybrid of a face-to-face and an on-line class) can also provide this benefit. Since the course may be visible to the world through the Internet, this public aspect of a class may provide motivation for higher quality lectures and course materials than what might be prepared for the isolated closed classroom.

An on-line class is a good way to demonstrate departmental interest/concern for nontraditional students. The student population is extremely diverse, and there are many students who cannot afford to give up their jobs to attend a traditionally scheduled class. These students are often extremely capable, and can flourish if given the opportunity to participate in an on-line class. The students get a message that the department cares about them. They see that the department is forward thinking and willing to attempt new ways to facilitate learning. The department shows that it is willing to adopt new technology in an effort to provide a modern education.

Courses can be operated on a continuous enrollment basis. This allows students to start a class when they are ready and prepared and minimizes the impact of changes in majors or unforeseen emergencies. A student with a medical or other emergency can drop a class and register again with less time lost, or can delay completion of the material without being constrained by the ending of a semester or quarter. Students can complete their degree in a shorter time if there is increased flexibility. The time between the start of college and graduation has continuously stretched out during recent years. A more timely graduation saves everyone money; students can begin their careers sooner and contribute to the tax base sooner.

An on-line course can raise the awareness of chemistry students to the wide range of science resources on the Internet. The web can be used to access sites ranging from the United States Geological Survey with basic water pollution data to National Institute of Standards and Technology with quantum mechanical data. In the on-line class, the information available can be integrated into the content, be used as real life examples or used for simple course enrichment. A simple example is an on-line assignment dealing with the history and reactions in aluminum refining.

One major benefit for both students and departments is that on-line courses can be "shared" among colleges. This creates the possibility of offering a class when low enrollment at each college would make it economically impossible. The on-line class can be offered jointly, giving an enrollment that makes the class financially viable. An asynchronous on-line class shared between departments or colleges offers scheduling flexibility. This again benefits both departments and students. Class hour conflicts are eliminated. This addresses a serious problem in small institutions where there may be only one section of a required class offered in math, biology, physics or chemistry in a year.

Departments can recruit faculty who are strongly interested in the course they are asked to teach, and who are well aware of the problems students face with the content. Someone can fill a "niche" and teach a specialty class for a department even if the "native" population would not be large enough to make such a class economically viable.

When different instructors teach a class, the on-line class can improve the consistency of course content from instructor to instructor and from one term to another provided they use the same course web site. Deciding to put a class on-line also forces someone in the department to review the content and purpose of the course. This in-depth review is just good practice but sometimes slips through the cracks.

There is one final benefit to an on-line class. It can drag a department kicking and screaming into the 21st century. The on-line class offers an additional, proven course format. It is an alternative to the standard lecture; it is not a replacement. The standard lecture mode of teaching has a role, but it is not the only way to provide an education for the present generation of students.

About the Author:

Dr. Walt Volland is a professor of Chemistry at Bellevue Community College, Bellevue, Washington. He is well-known for his innovative approaches in science teaching. He may be reached at: vollggw@blarg.net, phone: 425-747-4455.

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Editor's Note: This is an interesting and persuasive analysis of some negative applications and usages of technology in the Distance Learning arena. We first came across this material in DEOS-L where it was posted May 8, 2001. Permission to edit and republish was granted by Mr. Nugent with acknowledgement to DEOS-L. We requested to use this statement because it pinpoints well-known technology-based teaching and learning problems incisively and clearly.

DL Barriers: Instructors and Students

James M. Nugent

I've nearly finished a Masters via DL (online) with a major East Coast University respected for its extensive DL programs, taken 3 courses with another University online and two with a third equally well-known, respected University online, all in the last 2 1/2 years.

My comments on barriers to DL, based on what I think is extensive personal experience, are:

Not meeting others/the professor in the class: Totally legitimate. I've made no "friendships" from online courses, and very little interaction occurred with other classmates. This is not a means to meet people; it's not going to foster bonding, and there are times when you have legitimate difficulties getting the full measure of whom you're talking to when your only true means of talking is via online postings, or, if the class calls for it (and only one in all those I've taken attempted this), via online chats. You will feel a sense of distance and you will not have the full measure of those you deal with in an online course. Interestingly enough I've subsequently met folks with whom I shared one or more online courses in an in-class course and there was little sense of my "knowing" them. Was this important to me? No, not really. School, for me, is to assist in my professional goals and interests, as well as affording me the chance to do school in the midst of a busy work schedule so the asynchronicity was important to me. It was not intended to be a social experience. Did it occasionally get lonely? You bet.

As for the teacher, I had no sense whatsoever of the instructor in nearly 70% of the courses. They (the teachers) were not very interactive, they were not very engaged in the discussions, and all too often I had the sense that all they really did was post lectures online and grade the term papers when they were due. I'm not sure why I saw this trend, was it overwork, laziness or uncertainty in how to deal with the medium? I don't know, but there is a problem there.

As for employers, I think there's a definite prejudice against online learning that's still out there, but that's also true within academia. I think that more and more companies are moving in this direction for training and as DL becomes a larger part of the average businesses repertoire of learning that the negative

stigma associated with DL education will evaporate.

Not to say that there aren't benefits that make the whole thing worthwhile. I'd focus on:

Asynchronous learning is a huge advantage for adult learners and for non-adults who are otherwise caught up in day-to-day life.

Done well, DL can be an incredibly rich experience. The amount of content out there is exploding and what I'm finding in courses now is far more than in the past, at least in terms of interactive content, visual and audio presentations, and interfacing with online sites that provide interesting and challenging learning experiences.

The opportunities to fine tune learning to individual needs, while in its infancy at this point, is incredibly exciting and worth the current investments we're making in this area.

About the Author:

James Nugent is a Commander in the Navy, working for the Director of Naval Reserve in Washington, DC on Learning technology issues. He's completing a degree in Computer Systems Management and CIO certification, largely via DL. He may be reached at: "Nugent, James M."

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Editor's Note: This tragic-comedic and all too common tale crossed my desk some time ago and it needs to be shared with all of you. In this brave new world, some interfaces have not been well addressed and solved in schools that are involved in Distance Learning. These are in the area of service to the most important component of any Distance Learning area, the student. This is a caveat for all new and not so new Distance Learning systems. Distance Learning admission procedures, advisement, registration, payment, access to the book store and the library resources, for both matriculated and non-matriculated Distance Learning students, must be compatible with established on-campus procedures, understood by on-campus personnel, and flexible to accommodate the needs of the students who may never access the campus, except, perhaps, at graduation.

Trials and Tribulations of a Distance Learning Student

Hollis Franks

Dear Professor,

I couldn't tie up the computer at work so I had to write this by hand. It is generally in sequence, but my main effort is to hit the significant events.

In August of '97 I contacted the director of the program I was interested in about the possibility of satellite broadcast of your university's long established bachelor's program. I had earned an A.S. degree but I resisted buying one of those one night per week rap session "life experience" bachelor's degrees and the stigma that attends it. Your university's program seemed ideal.

I began the admission process in the hope of starting class at the end of September. I realized right away that no one was familiar with the program director, you, that particular bachelor's program, or distance learning. It also appeared that admissions was prepared to deal only with 18 year old incoming freshman. After weeks with no response, I called and was told to resubmit. My transcripts were received, but I needed a S.A.T. or A.C.T. score. I had taken one or the other in 1963; in any case I found that records no longer existed, and I was told that I could not be admitted. I then applied for a waiver; stating that I had taken the test 35 years ago, I had an A.S. degree and about 135 units with a 3.75 G.P.A., and that I was attempting to transfer. The waiver was granted, but I was then told that I had to take entry level Math and English placement tests. I made further inquiries and someone actually decided that I did not need those tests but that I needed to take some sort of writing test. I have taken no such test but finally received a letter stating that I have been admitted. A more recent letter tells me that my admission will be voided if I don't attend an on-campus orientation.



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During the entire period of time I had been told frequently by phone and letter that I needed to come to this office or that office to speak with people or turn in forms. When I replied that I was 400 miles away and would probably never set foot on campus, I was met with incredulity and sometimes mild irritation. Again, no one seemed to be familiar with distance learning or your great program.

While attempting to be admitted, I was concurrently applying for student aid. Many if not most of the questions had no relation to my particular situation but they required answers anyway. In order to enlighten whomever, I included a letter explaining that my parents are 80 years old and don't support me, that I am a 51 year old, single, custodial parent, and that I have tens of thousands of dollars in expenses for alimony, lawyer's fees and a handicapped child; none of which appear in the application. After many months I was told that a student loan was denied. When I inquired, I was told that it was simply a computer decision. I persisted and was later told by someone else that distance learning students are not eligible for student loans.

This brings us to more recent times. Of course you know about all of the effort that went in to securing a campus. (*Mr. Franks is referring to a newly established Distance Learning receive site at a community college.*) Now that we have one, I finally registered. When I called the 800 number, I got a recording that asked me to give verbal responses to various questions after hearing a tone; questions such as name, course title, and MasterCard number. So now I'm beginning to suspect that this might have been all I've ever needed to do, and that maybe I didn't need to go through 10 months of anguish. Also there was no mention of any prerequisites, such as the A.A./A.A.S lower division degree. It appears that anyone with a MasterCard can be a student. (*Although Mr. Franks may have been admitted as a matriculated student, unfortunately he followed directions in the summer catalog for admission as a Special Sessions, non-matriculated student for this summer, and paid \$1500 for three courses instead of \$584.75, the 6+ unit course fee.*)

We talked yesterday about the latest incident. I got a letter saying that almost none of my education had been accepted. I had taken everything offered in the lower division, specific program major, about 70 quarter units. I was given credit for only 6 quarter units from a transcript that clearly indicated that they were semester units. I was also given some credit for documented military education. 9 units were supposed to have been lower division for basic training and military occupation skill training. I also have 1500 or more hours of officer and N.C.O. leadership and management academies that were supposed to convert to 12 upper division elective units. Actually, at a university with R.O.T.C. this education would be much more than sufficient for a minor in military science. In any case, it appears that I was given only lower division credit.

There was no mention of credit for general education. In high school I was a college prep science/math major and humanities minor with electives in drafting and shop, so I was able to CLEP all of my G.E. My fear is that although a well-respected community college granted me a degree, your university will not accept it. I have been told by various people at your university that; yes, CLEP is accepted, or yes, it is accepted only if the college from which you are transferring certifies your G.E., or no, CLEP is not accepted in any case.

Everything that has happened or not happened in the past 10 months has been accomplished or not accomplished by surface mail or phone. Nearly all of

the mailings that I received were form letters that had no bearing on my situation, needs or inquiries. I made countless touch tone phone calls that trickled down through any number of sub-menus until I was left listening to what sounded like nothing more than background cosmic radiation noise left over from the original "big bang". Sometimes I would get a curt, recorded "good-bye."

Professor, I believe that I am now becoming clairvoyant. I see two letters in my future. The first one will be from admissions stating that since I have not registered (which I have), I must now reapply for admission. They will then forward a copy to the veteran's affairs office which will send a letter terminating my benefits.

Thank you for all of your help and genuine concern. Good luck with the provost, although I'm not sure what he or she does. (*In my last exchange with Mr. Franks, I had indicated that there might indeed be a need for some policy changes which would probably have to go through the Provost's office.*) In the army a provost (pronounced "provo") is an officer of the military police corps, usually a Lt. Colonel, who is charged with all security, investigation and law enforcement on a military post. Similar?

Also, forget student aid, such as it is. I borrowed the money to pay MasterCard from my brother.

Thanks again,

Hollis Franks

P.S. I forgot to tell you that the finance office people cancelled my MasterCard transaction because they confuse distance learning, Continuing Ed., and Open University. A nice lady discovered the error and corrected it. I didn't list names of anyone I've dealt with since I bear no ill will. But I do think that the left hand needs to know what the right is doing.

You know that I have announced this program in my area twice and felt like an idiot both times when nothing happened. So I'll begin classes but hold off further recruiting efforts until I hear more from you.

About the Author

Hollis Franks is pursuing his undergraduate degree with much determination, and many set backs. He is a Vietnam veteran, has traveled extensively, is in the military reserve, is fully employed, and fits the typical profile of many Distance Learners. He recently graduated.

Note: This article is republished from ED at a Distance, July 1998.

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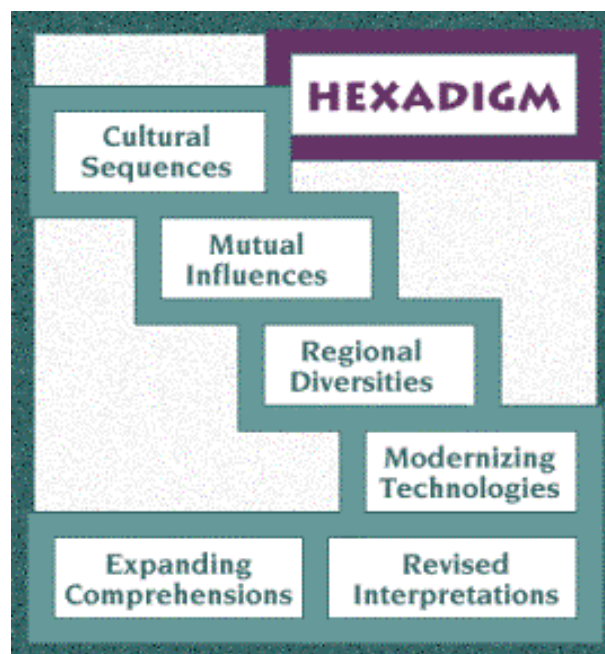


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Editor's Note: This is the syllabus for an online course taught by Guy Bensusan incorporating the Hexadigm, Ladder, Bias, Source Evaluation, and Schools of Thought. These models are intrinsic to the development and implementation of communities of learners.

Anatomy of Learning

Guy Bensusan



Southwest Arts and Culture:

Humanities 303 American Ethnic Arts & Ideas

Our course brings learners together from many places as we examine the arts and culture in the US Southwest --- an exciting and dramatic evolution of human expressions in many forms and styles which began several thousand years before Coronado arrived, developing rapidly when people from the East Coast US moved west and others from Europe, Africa and Asia joined them. After the Mexican War, former colonies of Spain and provinces of Mexico changed during the Gold Rush and with railroads, grew extensively after World War Two, and continue to emerge from an ongoing avalanche of mutual influences and technologies in diverse regions.

HUM 303 is fully web-based, conducted in NAU's WebCT. All course materials including the syllabus and assignments can be found in WebCT. Although the course is asynchronous, it is not self-paced. Weekly written assignments and participation in the form of online discussions are required. There are no tests

or examinations. WebCT is open 24/7, giving you the opportunity to work at times that are most convenient for you.

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1. Explain the Change Model
 2. Designing the Individual Study
 3. Gathering the Information
 4. Examine the Levels
 5. Assess the Data
 6. Choose Several Explanations
 7. Compare and Contrast
 8. Present Thesis
 9. Critique and Respond
 10. Evaluation, Self-Assessment and Forecast
-

1st assignment: Explain the Change Model - DUE June 9

The reading is **The Hexadigm**

Note: You cannot go wrong if you respond honestly, because in that manner you reflect YOUR personal response.... jump in, say what you mean, post it in the discussion area designated for the 1st assignment, read what others offer in their first posts, and build by integrating the relevant ideas.

1. Read the Hexadigm assignment thoroughly
2. Explain your understanding and/or version of the Hexadigm and post in the discussion area
3. Read posts by others
4. Compare and contrast them with yours
5. Write an integrated update and post it
6. Comment on the works of others as you see fit
7. Write about what you learned from this exercise
8. Start a Personal Growth Presentation either in a word document to be submitted later or as a web page within WebCT (Student Pages)

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #2.

2nd assignment: Designing the Individual Study - DUE June 16

The reading is **Applying the Hexadigm**

Select one of the following as a term topic to develop through the ten loops:

- adornment, animal lore, basketry, buildings, clothes, colors, dance, education,
 - family, festivals, foods, games, healing, history, music instruments, painting,
 - plant lore, pottery, sculpture, sky lore, song, stories, tools, trade, weaving
1. Read the Hexadigm application assignment, select your topic from the

- list above, and consider how to apply the model
2. Develop your ideas (no research allowed) and organize an outline in a word document
 3. Write it up and post your outline as an attachment in the discussion area
 4. Read what others posted and consider them
 5. Organize and integrate your updated ideas
 6. Write them up and post them
 7. Comment on posts by others
 8. Write up what you learned and add it to your Personal Growth Presentation or "Student Pages" web page

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #3.

3rd assignment: Gathering the Information - DUE June 23

The reading is **The Bias Factor**

1. Read the assignment; consider books, articles, interview and web
2. Select some information sources of many types, places and times
3. Examine the various approaches and ideas; organize an outline
4. Write it up and post your presentation in the discussion area
5. Read what others posted and consider them
6. Organize, integrate, write, post
7. Comment on posts by others
8. Write up what you learned and add it to your Personal Growth Presentation or "Student Pages" web page

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #4.

The Bias Factor

PERCEPTION	What we see is only part of the total picture
The Un-Biased Myth	
FOR MANY REASONS	Where, when and who Family conditioning Occupation, training Culture, expectations
PLACE-TIME GENDERS	Place: point of viewing Can't see all at once A single view is partial Things / people change Yesterday / tomorrow

VIEWING POINT	<p>Gives a 1st impression</p> <p>Move to another place</p> <p>A new vision arguments</p> <p>Adds to earlier view</p> <p>Rarely changes it much</p>
SLANTS AND BIASES	<p>Personal conditioning</p> <p>Training, profession</p> <p>Insufficient knowledge</p> <p>"Beliefs", "prejudices"</p> <p>Social "correctness"</p>
PRE-CONDITIONING	<p>Family training</p> <p>Cultural heritage</p> <p>Location, religion</p> <p>Education, occupation</p> <p>Pre-disposition</p>
TRAINING SPECIALIZES	<p>Musicians, engineers, athletes and surgeons</p> <p>Diverse directed goals</p> <p>Words meanings differ</p> <p>Distinctive structures</p> <p>Opposing worldviews</p>
SOCIAL PROPRIETIES	<p>Customs, expectations</p> <p>Regional traditions</p> <p>Professional norms</p> <p>Administrative codes</p> <p>Good & evil defined</p>
ALTERNATIVE VIEWS	<p>New tools & leaders</p> <p>Cutting edges combine</p> <p>Fresh visions inspire</p> <p>Acceptance in stages</p> <p>Old habits die hard</p> <p>New vogues emerge</p>

4th assignment: Examine the Levels - DUE June 30

Read **The Ladder**

The Ladder

**CONCLUSIONS
EXPLANATIONS
IMPACTS
AUTHORS
CONTEXTS
COMPONENTS
DESCRIPTION
IMPRESSION**

1. Read the assignment and consider many rungs of your topic
2. Develop thoughts on levels for your topic; organize an outline
3. Write it up and post your presentation in the discussion area
4. Read what others posted and consider them
5. Organize and integrate your updated ideas
6. Write them up and post them
7. Comment on posts by others
8. Write up what you learned and add it to your Personal Growth Presentation or "Student Pages" web page

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #5.

5th assignment: Assess the Data - DUE July 7

Read Evaluating Sources of Information

1. Read assignment; consider how it applies to your sources
2. List your ideas, apply them, develop an outline
3. Write, explain what you see, post that for others to read in the discussion area
4. Read what others wrote and posted for this assignment
5. Reflect; organize your ideas based on what you learned from peers
6. Write them up, and post them
7. What have you learned so far from assignments and interaction?
8. Write up what you learned and add it to your Personal Growth Presentation or "Student Pages" web page

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #6.

6th assignment: Choose Several Explanations - DUE July 14

BIG ASSIGNMENT - READ IT ALL - START EARLY

Read the three chapters on Schools of Thought

(Foundations, Early Schools, and Global/ Post-Modern)

1. Read for this assignment; consider the many ways of interpreting
2. List ideas, organize your thoughts on what you think applies to your topic

3. Write an explanation of your choices; post for others to read in the discussion area
4. Read what others wrote and posted for this assignment
5. Reflect, reorganize based on what you learned from peers
6. Write your augmented or revised thoughts and post them
7. What have you learned from these assignments and interaction?
8. Write up what you learned and add it to your Personal Growth Presentation or "Student Pages" web page

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #7.

7th assignment: Compare and Contrast Views - DUE July 21

Read your notes from previous assignments

1. Consider HOW many schools apply to explaining your topic
2. List ideas, compare and contrast six or more applicable schools
3. Write explaining those and post for others to read in the discussion area
4. Read what the others wrote and posted for this assignment
5. Reflect; organize your ideas based on what you learned from peers
6. Write them up, and post them
7. What have you learned so far from assignments and interaction?
8. Write up what you learned and add it to your Personal Growth Presentation or "Student Pages" web page

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #8.

8th assignment: Present Thesis, Evidence and Conclusions - DUE July 28

1. Consider what you learned; decide what you want to tell others
2. List ideas; develop outline and items for your Personal Growth Presentation or "Student Pages" web page
3. Assemble and post your Personal Growth Presentation(if you chose a word document then submit as an attachment in the discussion area)
4. Read other presentations
5. Reflect; organize your ideas based on what you learned from peers
6. Write them up, and post them in the discussion area
7. What have you learned so far from assignments and interaction?

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #9.

9th assignment: Critique and Respond - DUE August 4

Read several Personal Growth Presentation or "Student Pages" web page by peers

1. Critique several other student presentations
2. Read critiques of your presentation

3. Respond to critiques with individual posts
4. What did you learn that might cause you to revise your presentation?
5. Create new presentation or explain why you chose not to
6. Post and read what others posted
7. Consider what you have learned so far

Click on the "Discussions" area on the left navigation bar to complete this assignment or click the "Next" button above to go to assignment #10.

10th assignment: Evaluation, Self-Assessment and Forecast - DUE August 8

1. Read the evaluation questions as a guide
2. Organize your responses to the evaluation questions
3. Post, and read evaluations by others; revise yours if appropriate
4. Formulate a thorough self-assessment based on course criteria
5. Write it as an explanation of why you should or should not keep your A
6. Post and read what others posted
7. What do you think will happen with your topic in the next decade or two?
8. Write and post that in the discussion area.

Thanks.

Guy

YOU ARE FINISHED WITH THIS COURSE

Here are the evaluation questions:

Note: I do not use the standard evaluation forms NAU provides because we are exploring new territory and I want to learn about things that are not covered in those few questions. Consider the spirit of this inquiry in your responses about our learning methods and support technologies. Accept my thanks in advance for helping us gain a clearer understanding of how to meet the ever-evolving needs of learners. Write as much as you need to respond comprehensively.

Write about your personal growth. What happened to you and your learning this semester?

What stages of "learning development" did you go through?

Where were you "anxious," "confused," "frustrated?"

At what point did those stop?

What might help get over these faster, or make them easier: or are they a necessary "passage"?

Where did you do "best," where "so-so," and where "less well"? Explain.

Where in the course were you most comfortable, where least?

What do you want to say about the user-friendliness of WebCT?

Write about your learning curve, challenges, and computer navigation.

Explain whether enough help and/or computer lab assistance was available?

Give us your suggestions for improvement?

What parts of the subject matter are clearest to you. How so?

What parts remain unclear? Why do you think that is?

Which learning models did you work with most easily ? Which ones were hardest? Explain.

Recognizing you are graded on growth, consider also the comparative (class standing) and ideal (amount of knowledge and skills) standards.

How would you classify yourself in relation to others in the course - Top? Middle? Bottom? Explain.

With other course members, did you receive help and/or give it?

Discuss whether you received enough feedback from the professor.

If you were continuing with study on your personal topic, what would you plan to work on the most?

How do you assess your work habits, perseverance and growth?

Whose work impressed you? Explain.

Who in the community helped you or taught you the most? Explain.

What might you do differently if you were to take another such course?

What advice would you give to friends who plan to take this course?

Define learning?

Has your vision about learning evolved? How?

What implications do you see for your further academic study? For your lifelong learning?

ANYTHING else you want to add?

Do you believe you have kept the A you were given at the beginning of the course? PLEASE NOTE: I am NOT asking what grade you want. Your evaluation will not be complete until you tell me whether you believe you have kept your A and the reasons WHY.... So --- LIST AND EXPLAIN your justification by commenting in detail upon how well you have followed the assignment instructions, all five requirements and the course expectations.

(Here they are as a reminder----)

- respond in writing to all 10 assignments, one each week, with numerous postings.
- stay current and timely with your work. If there is to be any deviation from weekly posting?
- read new postings and comment constructively with substance each week upon those which have meaning for you.
- be helpful and encouraging. If you see a

fellow course member doing poorly, having trouble or falling behind, offer a hand.

- demonstrate growth in: vocabulary, terminology, subject knowledge, inquiry talents, open to several options, awareness of many sources of information, ability to organize data, themes, ideas and slants, clear, concise communication and grammar, technology skills for searching and posting, interaction and collaboration skills, comprehensiveness and creativity in explanation, evaluation, critique and responding know-how, integrity, timeliness, flexibility and helpfulness

Thank you. You are done, it is over, finito!

Congratulations. I know it was work, and I am glad you were with us.

Until next time, *so long, buen viaje, ahee'yehh.*

Guy

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Editor's Note: These are postings from learners involved with the models introduced by Dr. Bensusan. These records capture the enthusiasm of the students and a significant level of multidimensional interaction as they explore the subject matter. They show depth and quality of thinking and clarity of expression. The fact that students come back for course after course is a clear demonstration that something exciting is happening in this kind of learning. Their mentor serves as catalyst and guide for a class that is essentially driven by the students. This is, we believe, a significant shift in learning-education structure.

Communities of Learners

The Hexadigm/Change Model

Erica Kisluk - Wednesday, March 28, 2001 11:05 PM

The following is my original interpretation of the Hexadigm that I wrote for my first of five Humanities classes with Dr. Guy three years ago. It captures my first understanding of the Change Model.

After reading (and rereading) the Hexadigm essay, I began to focus on the concept of layers. It reminded me of the sand art I used to do as a child. Some of you may be familiar with this - there were often booths at school fairs, craft classes etc. where you would be given a bottle and several different colors of sand. The idea was to take the different colors and layer them in the bottle, creating unique and individual patterns.

Despite the appearance that each color was separate, it would be impossible to keep them from mixing. Shake the bottle, and the pattern would evolve - the colors would mix even more. However, although the pattern would appear less and less like individual colors, each individual grain of sand would still be the color it was when it was placed in the bottle. If the sand is compared to different cultures in different parts of the world, consider how a bottle filled with all the same color sand would look. Then, consider how a bottle filled with many colors would look. The bottle with many colors would be more interesting, and would inspire more thought than the bottle containing all the same color.

Some cultural evolutions are more noticeable - shake the bottle vigorously, and an immediate difference in the pattern is noticed. But consider that even adding one new grain of sand changes the pattern, even if it is not visible.

If a culture decides to close itself to change, I do not think it is completely possible. Even if a cork is placed in the bottle, preventing more sand from being added, all it takes is a tap or a shake, and the pattern changes. The "tap"

or "shake" could be a minor or major event within the culture - the end of a reigning dynasty, a weather event, a revolution, a philosopher, etc.

Dina Michelle Hood - Wed Jun 06, 2001 13:03

I was very interested in this six part model of thinking. The hexadigm is in direct contrast of what many of us believe is the correct way of learning or gaining knowledge; however, it poses many new ideas of organizing and categorizing knowledge. I was particularly interested in the general process of this model. I appreciate the perspective of this model, being that we have to look at learning through the experiences of others, not just ourselves and our perspective. How do we write and read history? Usually through our own perspective, the Hexadigm opens up a whole new world of knowledge. This process first examines cultural sequences, the place where we start our journey of understanding. A chronological layering method is applied of the different culture that settled in the Western Hemisphere, from Indians to later Europeans and Spanish Americans. Secondly, is the mutual influences section, discussing languages, customs and labeling effects of neighboring culture and communities. Regional Diversities discusses the geographical locations and distances between communities, looking for better opportunities leading to immigration. The way that these culture and communities figured their geographical distances out was due to advancing technologies. Modernizing Technologies really got communities changing and evolving at a rapid pace. This industrial revolution created more jobs connecting communities and culture more and more.

Why isn't this method taught in our educational journey? I am six months to graduation and I am now learning this great way of obtaining knowledge in a logical and great way. On more occasions than not we get so wrapped up in completing a paper or doing research, we don't stop and realize what we are studying. We just want a good grade that we don't take the time to become acquainted with the information, we just try to memorize and cram. I believe that by interpreting expanding our methods of learning, like the hexadigm says, we might just retain more. I think what the hexadigm is saying is that we should take time to really care about what we are learning, or teaching and how we do it.

Diego F Mastroeni - Wed Jun 06, 2001 10:38

Having taken a wide array of history courses spanning from early childhood to the present today, I can genuinely see the stark contrasts between the hexadigm model to that of the traditional methods of education in US History. In an attempt in understanding this paradigm one must set aside the standard principles of our nation (a self-centered interpretation) and unmask a multicultural alternative. The Hexadigm model explains in great detail the truths of an emerging society by many different people, not by one point of view but by many. Throughout the annals of history, many, many nations have failed to uncover themselves due to the very fact that they focus all their energy on themselves, leaving little or no room for evolutionary comparisons of relatable attributes of their neighbors. This method of conditioning has been passed on for centuries, leaving the present inhabitants with nothing but heroic tales of their own society, which intern fails to mention any other neighboring truths leaving evolutionary movements at a stand still.

As in the story of Columbus, our nation's golden emblem, the father of our land, the one who sailed the ocean blue, the radical Spaniard with endless stories of greatness that go on and on. However, what they fail to mention in the hopes of maintaining a narrow minded society or one that goes through little change is the way it really was (the raping and pillaging of land and Native inhabitants).

Ultimately, we all learn from each other whether on one part of the hemisphere or the other. Without the different influences from many cultures, diversities within the species would only involve genetics, rather than arts, language, love, and many more distinguishing peculiarities.

Bradley J Palmer - Fri Jun 08, 2001 11:46

The Hexadigm seems to be like a video camera with which we record and interpret history. This video camera can zoom in and take in one part of the scene at a time - seeing what each part of history adds to our overall understanding, or it can zoom out and view everything together.

The problem is that for so long we have had the camera zoomed in on the Anglo-American scene and we have forgotten that there was a zoom button to look at the whole picture.

The Hexadigm seems to take everything that has affected our history into consideration (as much as we know about) in order to interpret it in such a way that represents each part of the history with fairness. I think that the danger in using the Hexadigm as the ultimate historical looking glass is that it fails to take into account our current blunders in understanding the past. We can look at the Hexadigm and see everything that has happened in regards to the cultural sequences, mutual influences, regional diversities, modernizing technologies, expanding comprehensions, and revised interpretations, and still fail to see that we still don't have all the answers - that the expanding and revising is continuous.

Often in our society we erroneously believe that because we have advanced so far in our technology and understanding that we have overcome the historical blunders. However, it is possible that they (the peoples of the past) may have understood some things in a more accurate, more complete sense than we do. It would be extremely arrogant to assume that because we can examine what a people did that we understood everything about their perspective of the universe. The strength of the hexadigm is that it does see the world as the world - and it eliminates those cultural boundaries that make us think of ourselves as distinct groups. We are all travelers on spaceship earth.

Jamie K Bressmer - Sat Jun 09, 2001 21:09

After reading the Hexadigm and the many responses provided by our classmates I can say I have a better understanding of the hexadigm. Like Jeanna, I am from the midwest and growing up, I feel as though I was cheated out of a lot of history regarding the South West. The hexadigm gave me a lot of insight to other cultures, religions, races, and the history behind them all. As Rebecca had stated about her world history class as being more like a US history class, I can very much relate to that. I think this assignment has provided me with more information and in depth views about other countries and their history than my history classes growing up. I would also like to point

out that I have never really sat back and paid attention as to how opinionated some teachers and the texts can be. Once I hear something the first time, it is hard for me to change my original thoughts about that subject. I am a very black and white individual but I am beginning to see the gray shades. I think this model is very informative and beneficial, at least to me it was. I was glad to discover that we are not the only self-centered country. By this I should give an example. This weekend I saw the movie, Pearl Harbor. I thought the movie made the US look absurd. It was as if we, the US, couldn't stand to admit such failure. We had to hype it up to make us look better for our audience. I sat there wondering what other countries would have thought had they watched this film? Not to say the movie was horrible, I just think it was really biased and made other countries look bad. There are two sides to every story. Anyway, enough comparison about the movie and the hexadigm. I really enjoyed this reading even though it took me some time to put my thoughts together about it. As someone had stated earlier, we must know where we came from before we can understand where we are going.

Gregory Marcel Gonzales - Sat Jun 09, 2001 00:47

How can we say that we are truly educated if all we can do is simply recite back what has been delivered to us. I don't believe anyone would be considered a true chef, for example, if all they could do is open a cookbook and follow the directions. A true chef would be able to cook his own creations based on knowledge and experience regarding which ingredients and courses make a delightful meal.

I believe that to claim to be educated is not just about possessing the base knowledge, but also having the ability to go further, considering other aspects and being able to create an in depth, better understanding of the subject. This is something that I have truly struggled with throughout my education. The reason could be due to the fact that we are commonly not taught to seek other sources and are instead taught that what is written is gospel, so to speak. The Hexadigm addresses this concern and explores subjects more in depth, as opposed to what is usually presented by traditional "education". The Hexadigm gives freedom for us to question, seek, explore and conclude.

Walter Klain - Mon Jun 11, 2001 22:30

Wow! What a reflection of the components life in a nutshell. In reading the text of information for The Hexadigm, I will begin with, what is one's state of origin, was it ever genuine? What is the traditional and "old way of life?" Was there ever?

Coming from the perspective of a Native American, after reading The Hexadigm, I have to state that the six interacting parts of The Hexadigm Model are intertwined and affect every life form. Whether it is a lizard or a native person, every life form must adjust and adapt to everyday changes by grasping and absorbing the available information to use for your own.

I can personally relay that in my 33 years of being, I have seen changes within me and the sacred place I call home. Without adjustment and adaptation one will have difficulty in living the quality of life. I am a Navajo; I have seen positive and negative adjustments within my tribe. The once "old and traditional way of life" has been altered and adapted in order for most to live a quality way of life. Though this has taken a detrimental effect on our language and culture,

in some instances our self-identity has slowly deteriorated. Other has been somewhat successful, but pay a price of some sort to adapt to the ever-changing environment. Does this make sense? The Hexadigm has taken these six interacting parts of:

1. Cultural Sequences
2. Mutual Influences
3. Regional Diversities
4. Modernizing Technologies
5. Expanded Comprehensions and
6. Revised Interpretations to a better comprehension and summary of the diverseness, melting pottedness, progression, and growth of the contribution of each culture and it's contribution to the big patchwork quilt we call life.

I was totally enthralled at the explanation of each component and it's direct application to my life very interesting!

The Painting:

Dualities

Michael Buell - Sunday, April 01, 2001 08:25 PM

Duality and Fleeting Memories.

Duality transforming into singularity.

Duality, the plow, and assimilation.

Memories into Darkness.

I am not sure which title best describes the feelings that numerous authors have stirred inside my head. I believe there is something rather grand here, and I would like to incorporate a multitude of views, along with some of my cultural baggage, and see what we might come up with. To begin with, my initial perspective on the "mood" of the painting is in accordance with the prior posts by Tiara St. John (William R. Leigh), and as described by Betsey Hoyt in (The Circle of Life) - that of foreboding darkness, despair, and catastrophic loss.

Viewing Leigh's painting in linear time, I wish to employ the theme of duality mentioned by George Byrnes in (The Circle of life), along with the observations of Christopher Miller and Jason Cheeseman.

George notes that there are two planes represented in the painting, and I view them as "planes of existence". These planes represent a duality of the old that is juxtaposed against the realities of the new, and they "capture" elements of the story. We are presented with a left plane of sagebrush, a skull (possibly that of a buffalo), and the white pony. This is in contrast to the right plane of plowed earth, a brown horse, and the visions in the sky. Caught between the two planes is the Native American.

Christopher Miller suggested that the white horse represents an Indian pony, while its counterpart is more in line with a European draft horse. The white pony is located in the left plane/foreground of sagebrush, while the brown pony is firmly in the plowed field. Miller then notes the symbolic glance of both the

white horse and the Native American, both of who appear to be looking at the skull, found in the left plane of existence. This "dual" glance of the man and horse seems to tie them together. To me, the foreground (left) represents the past (skull - the buffalo hunt, native land, and the white Indian pony), while the plowed background (and increasingly solid sky) foretells the inevitable future. A future in which, as possibly the brown draft horse's glance to the right might signify, will hold but fleeting memories of a glorious past.

The native man is caught between the dualities of the past and the present, and is representative of both. One leg is in the plowed field, the other on the sage. Earlier on Jason noticed the combination of clothing that the man is wearing. Half his clothes are traditional (the moccasins, vest, and feathers), while the ragged shirt and jeans are modern. He is looking toward the past, while the "rope" around his neck (harness) visually veers to the right - that of plowed, modernity. The leather straps visually guides me toward the brown pony and the plowed field, even as the man's head turns to contemplate his past.

The plow represents a modernizing technology that is ripping the prairie (the ways of old), into the singularity of plowed oneness. The process of tilling the soil (the assimilation of native peoples), transforms the uniqueness of the prairie (individual sage plants, grass, rocks, and at some point the skull) into the uniformity of plowed agriculture. The plow is shredding the Native American's way of living - its spiritual diversity - even its memories - into a homogenous, assimilated (European) form of existence - where not even the skulls of the past will survive. This plowing of the prairie is much like the conquest of the native peoples of the Western Hemisphere. The plow is the technology (weapons and disease) that devastated these indigenous cultures. Is there any doubt that the plow will continue to assimilate the native land to the left?

In my view, the plow will continue its assimilation until the entire prairie (along with the skull) is plowed. Once the skull is tilled into the ground, what will the white pony and man have to remember the past? Maybe the buffalo in the sky? But here again the vision of the bison hunt in the clouds is fleeting from the old to the new, and is firmly in the plane of modernity. As one looks across the plowed field, it almost seems as if the dream images are flowing into the clouds of uniformity - much as the prairie is being plowed (assimilated) into earthen conformity. Will even the memories survive?

Something Wrong!

Wanda Utz - Sunday, April 01, 2001 03:20 PM

My first impressions happened before the class began, as Guy sent me a copy of the painting via e-mail. I had already explored some of Leigh's other works and once I had a look at this one left it at that and busied myself with other courses needing attention.

Thinking I was quite prepared for this section of considering the painting I had time to relax and read the above conversations. It was not long before I realized something was terribly wrong. Were we all talking about the same painting? Did Guy send me the wrong painting??? I opened Christopher's picture to double check and could hardly believe my eyes. It was the same painting all right, but I had "fixed" it in my mind.

During the time since I had first viewed it, I gave the man a younger face to

match his physique. Please look at his muscular arms, his height and strong ankles, now look at his face and hair. No, it cannot be possible.

The feathers implied chief-like status so I gave him more - a whole headband more!! I had changed his hair into a headband!

I never saw the plough - who in their right mind would be plowing uphill anyway? Surely the first Monsoon is going to wash all the seeds downhill, and cause devastating erosion. And look at the man's shoes - sheepskin slippers! Who can plough with those on their feet? I had banished the whole Image from my mind, not to mention cliché of the South West. That plow is only going to leave a scratch on the dirt.

Why would a man be plowing as someone already asked- this is a very good question. Men do not do the plowing. The land belongs to the woman's family and it is the mother who plows and tends to the fields.

Thanks to Anjana I saw the images in the clouds and thanks to her, I understand their symbolism. They are obviously his thoughts as he ruefully gazes at the skull, blaming it for the overgrazed, aridness of the land. The Great Basin cannot support cattle and they have had a far greater negative effect on the land than the Buffalo ever did, if they ever came this far South. After the Renaissance, there was a period when higher order thinking and thoughts were displayed by making use of the space and light in the top of the canvas. Leigh was therefore a skilled student of art as someone mentioned in the above discussion.

Leigh painted for an American audience who must have been mesmerized with the tall John Wayne character at the time. Leigh skillfully seeps in the thoughts of Native American discontent, but Leigh remains careful by first catching the eye of the Cowboy, the land and its challenges and then romanticizing images of wildness.

Perception

Ann Busby - Monday, April 16, 2001 11:42 AM

I saw some questions Guy asked earlier, but when I went back to look for them, couldn't find them, so I'll put them here, along with my synthesis. Guy asked us to look at the painting and then at the way it's displayed in the museum on the next page and asked how our perceptions changed. When I first looked at the painting, before all the discussion began, I thought, "well, this is kinda boring, wonder why he picked it." I'd not heard of WR Leigh specifically (may have read about him within his period in history or art history, but didn't remember his name).

Now-my perception has altered drastically. After reading what others were seeing and all the symbolism they were noting, I got excited about it after all. I learned that WR used light and dark, hints of past or dreams (in the clouds-which in itself is symbolic), vs the future (the plow-symbol of technology), the plowed (future) vs arid desert (dead past), skull (past) next to living tissue (horses), and the horses themselves are not only different colors, but different breeds used for different purposes. (Just a side note: I saw Men of Honor last night. The young man's father was plowing, and tho it was a fairly steep ridge, it wasn't nearly as deep as this one!)

Really good movie!

We talked about how WR got his education, how he fit into his "times", why he

chose this subject, and the fact that it's different than some of his other work. I don't think I'll look at another painting without going through some of the symbolic journey I enjoyed with this group! Now, as to comparing the paintings on the 2 pages. Seeing the painting by itself makes you concentrate on it-and it's still kinda boring. But seeing it on the wall in context with the other accoutrements lends more importance to it-makes it much more interesting.

And the lesson I learn (relearn) in this thought is that whatever we teach must be done in context. Facts by themselves are boring and basically unmeaningful, but put them within a context, with the right "flavors", and you have enhanced learning to the "nth" degree!

Gathering Possibilities & Bias

Maren Roe Wenz - Mon Jun 11, 2001 14:37

Thank you. "A thorough view of the POSSIBILITIES"...that is what I was searching for. A small sigh of relief has entered into the game. Eliana and Dr. Bensusan, aside from becoming a mother, this is the most exciting, electrifying life learning I've encountered. I am a perfectionist at the very least, and the model gives me a sense of freedom as well as a sense of responsibility to my students and my children. Considering possibilities, considering biases, considering everything I can consider, will make me that much more effective as a human being.

I know my own biases creep into my teaching and my evaluation of student writing and thinking. In fact, my student teacher and I taught two freshmen classes the same content last semester. We were reading a Native American poem about instructors on a reservation that learned student names but never went beyond to discover their lives. I approached it from one angle, and we asked the students to raise their hands if they agreed with me. They were passionate about supporting my view. Then, in the very next hour, she taught the information from an opposite viewpoint, asking the students if they agreed with her. They entertained her point-of-view with fervor. The next day, we discussed the lesson and cautioned them to challenge what is being presented. We told them they had to compose their own ideas. It was frightening. I realized that I had been teaching all of the pieces I was passionate about, infusing all of my passion, and reaching students' hearts and minds. After the experiment, I learned that they learned only one point-of-view, mine. I must lead them to their own understanding. I think this class, taken as an elective because I thought it would enhance my teaching of world literature, will be most valuable in multi-faceted realms of my life. It is an epiphany of sorts. I apologize for sounding like a cheerleader for team "H", but I truly am altered.

What I Have Learned & Semi Final Thoughts

Michael Buell - Monday, April 30, 2001 04:00 PM

Hello Jason, Guy, and everyone!

I totally concur with Jason's re-posting of a piece of mine (a few threads up under system). In fact, I will share another apparent weakness in my approach to internet navigation, and that is timing. It was not until Mohammed got my attention -"his assertion that his name carries more impact in this course than his character", that I went searching for other posts by Mohammed, and this

brought me to this section - where I discovered the wonderful "reflections" thread. I was on it by the evening of the 26th, but most had responded by that time, and I concurred that our community was strong enough to neutralize any "potential" threat posed by Mohammed's "blonde" initiative to Taira. I also remembered Taira noting that sometimes in therapy sessions she makes "hay" out of her client's sexist remarks, and I thought that possibly Mohammed was - in addressing Taira in that fashion, attempting to utilize a similar technique - to enhance/ foster the conversation. Now onto the timing of evaluating the process.

I am fascinated with the process and have felt, up until now, that it was not time to consider an evaluation of what we "had" done, because we were still doing it. As has been discussed in numerous other locations, by authors as diverse as Taira, Bill, and Betsey - it is nice to have the "freedom" to roam the range - and maybe I would have enjoyed that "freedom" more had I possessed a better understanding of the tools. But then again, I read your piece under frequently asked questions (Guy and you describing how not to miss posts), and yet still "failed" to venture into this final realm of evaluation. That is, I was aware that new posts were being made, but continued to "roam" and respond to the earlier levels of the consideration ladder.

The freedom to freely explore is terrific, and in reflecting back on the experience I can see how there is a flow to the progression - and I regret not chiming in on the "reflections" thread during the heat of its creation. There is something to "navigating" the system - locating where the current "hot" topics are, and getting in on the action. There is also something to be said for the process itself, and the timeline.

This brings me back to the freedom issue, and how we should possess a commonality in focus along with the ability to freely roam. Jason wrote: "Therefore, it is useful to provide a tutorial, as well as a space for students to share their tips and tricks from discoveries not shown in the tutorial." Totally agree, and would add that maybe the process should be addressed as well. One aspect of the process might include a discussion covering the approximate "jump" dates from consider to consider - something that was first addressed by Guy and Betsey about whether we should be moving into the (a) next section or not (from consider the components and techniques to consider the painter)? This topic has come up numerous times, and I guess now that I feel more comfortable with Webboard, I have less of an issue with my peers willingness to evaluate the process from the beginning - no offense to either Nick or Bill. I just felt (a month ago) that it was a little soon to begin venturing to the final sections of "Visions" - even contemplating going there was beyond my personal limit, my line in the sand - for there was so much to write about, learn, and explore in reference to the painting, and about one another. Then the question arose: "how can one evaluate a work in progress?"

Well, you can - as is becoming increasingly obvious to me as I venture from introductions to conclusions, and notice new posts in "familiar" categories. I respect the innovation of the front runners - the willingness to begin evaluating the process from the beginning, and remember a conversation between Guy and Taira regarding the "completing the process is two to three weeks - with "advanced" peer participants. My response is of course biased, for I have enjoyed this process immensely, and will dream that a "Visions2" is in the works! But to the timing issue, it also takes experiencing the system, living it, to being seeing the circularity of the consider and evaluation levels in action

(the process).

Now, maybe this piece has more to do with me, and understanding who I am, then the system or the process. But I definitely feel the functionality of the hexadigm "playing" on my senses, revising some of my initial beliefs (why are we already evaluating the course - beginning of April), has changed to a clearer understanding of the potential benefits offered by the "free roam" process.

Thus, as a suggestion, I would build on Jason's posting discussing the various "tricks" of the system, to include a phrase or two on the philosophy of the "free range approach" offered by Webboard. I would also incorporate Guy's concept of a "resource" section - creating a triad of a discussion regarding the system, the process, and the web based resources available for creating a common frame of reference. Mohammed noted: "Thank you very much for the Museum Guide, I have just received it yesterday (smile). Now you can see how I missed most of the course: poor language, bad server, different culture, zero background about Indians and American artists. These are some assumptions you (and I) neglected before the course."

Collecting a Leigh-biographical data base section, along with some information about where the painting is hosted (housed) - Woolaroc - might have alleviated some of Mohammed's feelings of "missing out". Linda Fox noted that it would have been nice to have had more web based information concerning Leigh's life, and I know that from the online conversations I learned numerous aspects about the history of the Native American's (Betsey, Jason, and Ann's statistics), about art history from Mohammed, Jason, Betsey, Linda Fox and Linda Stone, and about the whole process from everyone!

Thus, it should not be the "goal" of an introduction section to "frame" the whole course in advance. That would negate the free flow of creative learning that is so wonderfully encouraged by this form of peer to peer interaction. The hexadigm provides an excellent "grounding" for the process, and maybe some additional internet sources (synopses) in the beginning of a consider section might be helpful. Helpful in addressing Mohammed's background issues in reference to Native Americans. But then again, the process itself answered most of these questions. Betsey and Linda Stone provided great links to Native American sites, and there were "hosts" of art URL's that pop in and out of the various threads.

Maybe the creation of a web-based section dedicated to the triad of systems, processes, and information would be of use from the beginning of such an endeavor, and could be added to throughout the experience. One "major" step in this direction was the willingness of the Woolaroc Museum to allow the usage of the image files ("Visions of Yesterday" and the upper gallery at Woolaroc. This provided common reference points to the participants who experienced difficulty in receiving their museum guides (international mailing procedures, distance, varying postal requirements), and also added a "completeness" to the course outline that was useful to those who possessed access to the Woolaroc material. Participant observations on the system, the process, and some historical insight might be useful from the beginning, such as a few posts by those familiar with the Webboard structure, and the usual "flow" of web based courses. Of course, as this experience has shown me, no amount of preparation can (or should) "fully" prepare the online learner for the dynamics that peer to peer, international, multicultural, interaction presents. There are simply too many variables that come into play, and it is the actual

interaction between participants that enrich our global community, our individual lives, and the learning experience itself - academia!

Michael

Linda Fox - Thursday, May 03, 2001 11:00 PM

I've been working through this part in my head, on paper, and word processor to come up with conclusions. Every day, I come up with something different. At first, like Jason, I wanted to focus on the painting, and the style. Then I thought about Leigh contradicting himself by painting Indians as representing the individuality of the primitive man. Sort of an oxymoron. Then, I thought about Leigh and Guy, similarities and differences in career and beliefs. Gifted, stubborn, clinging to the old ways or looking forward to the new.)

In reading Jason's conclusions, he mentioned activism. "Where I would hope a class like this would lead people is to activism." Then it occurred to me that this IS about activism, but not necessarily aimed at Native Americans. Guy is selling a product by allowing it to sell itself (or recruit us to sell it for him.) Is this where we get to guess why Guy chose this particular work by this particular artist? This is the Allegory of the Relatively Obscure Painting. I think he chose it because it represents traditional teaching. Beautifully rendered with everything he learned in art school, Leigh tells us, clearly and blatantly the message that he wants to get across.

Did anyone else notice that as we were trying to interpret the painting, the artist's intent, and reading additional meaning into it, that this was the ONLY tangent where Guy tried to discourage us and reign us back? Modern Art was more popular in Leigh's time.

People were excited by the idea of interpreting the meaning of what they saw. What they were able to read into a painting is what they were able to bring to it themselves and what the dealer, artist, or gallery provided for them in addition. They taught themselves what it meant. Unfortunately, because it took some training to educate people how to look at Modern Art, there were many who remained untrained or refused to become more educated. In their minds, it was radical rubbish with obscure meanings or completely meaningless altogether. (Leigh as a prime example) These people were left out of an enriching and wonderful process and didn't realize it. (Leigh did not get the recognition as an artist that he had wanted so badly.) Eventually, as a reaction to this new and unfamiliar type of art, the pendulum swung back in Leigh's favor to the more traditional and romantic art. And, fortunately for him, he lived long enough to enjoy it.

This is the part that I wonder about. What will happen if online facilitated learning isn't researched enough? There are already charter schools that are very popular because of their return to the three R's after years of experimentation in other directions. I can see this as a wonderful type of culinary class at the end of a master's program. I can see it used in addition to other types of learning. As a parent of soon-to-be young college students, I have to consider what I am willing to pay a school to do for my children. You have to sell me, the consumer, on the product, not necessarily the manufacturer or the retailer.

Here's something I didn't share about myself. I am an advocate for organ donation. My 5 year-old son had a heart transplant at 20 days old. Out of necessity, I learned very quickly about the heart, hospitals, nurses, doctors,

medications, and the desperate need for organ donations. I was so blessed by having a heart given to my son, and want it so much for so many other families. The demand is so high and the supply of donations so low.

Why? Tradition, superstition, (not necessarily religious belief, as all major religions, but Gypsies support it) and the lack of education. It seems like such a repulsive concept to many people. They just don't realize the need, or the joy that it can bring to a family in the midst of their grief when they have lost a loved one to bring life to someone else. They have all kinds of misconceptions. Once they understand, most are willing to consider it, some become advocates, and some cling to their old ideas and feelings, and refuse to change. If we can teach young children, i ky as it is, they will grow up with the idea that it is the right thing to do and the education takes away their fear. But we have to start with a willingness on the part of the parents to support it.

The same goes for any type of education. You have to educate the parents and be able to sell them on the idea. Be able to prove that it works. Parents don't like to have teachers and schools experiment on their children. Their lives and their time is too precious to be wasted if it doesn't work.

Did I do good?

Linda Fox

Joan Oakes - Friday, May 04, 2001 02:54 PM

WE -

As a collection of students, it seems that we came to this experience with an incredible variety in backgrounds and motivations for participating. Some came to investigate this particular web course format. Some came with a genuine desire to learn more about the basic topic areas. Some had already participated in Guy's web experiences - and wanted more!

It was my belief that as participants moved through discussion threads and from one conference to the next, that we would come to some common approach and understanding. This seemed to occur - but on a smaller, more sectional basis. Small groups would come to agreement in some conferences on a particular thread, but re-group in the next. This is not necessarily a bad thing...but I found it quite challenging to follow the threads - topics often changing mid-stream - to discover what the course direction and process actually was.

There was some wonderful information gathering and sharing! There was a wealth of info - cyberspace, locations for hard copy, and human experience that was made available. I couldn't imagine this happening in most classes without direct instruction and requirements to do so!

ME -

My purpose for joining this illustrious group was to learn about this format of web course and consider if it would be usable for a class I teach. I was a late comer to the group, and spent much of my initial time just reading and learning how to move between topics - wading through topic after topic. It felt as if it took an inordinate amount of time just to figure out what was going on - but I was impressed with the information and knowledge being shared!

I made a commitment to myself that I would read all posts and contribute to

each conference section in some way. Given my beginning level of ignorance (related to topics and format) and lack of time to immerse myself in the process, I'm not sure I have gotten as much out of this as I could have. I am grateful to those who have shared, commented, and provided me with information that moved me from "total novice" to (at least) "beginner".

SUGGESTIONS -

Just a short preface...

I am feeling ill-equipped to "evaluate" this process, since I have no background and little experience (participation here being my ONLY web course) from which to draw. (Anyone else feeling this way?) However, I thought I'd share a couple of issues/suggestions/questions from the viewpoint of a web-course-beginner:

- 1) It would have been beneficial to have had information related to course format and expectations prior to my actual involvement.
- 2) I struggled to keep track of topics, who was saying what, and wondering if I was on track with my posts. Again - more prior info. would have been helpful - but what about a course specifically for "Beginners".
- 3) The ability to learn according to personal schedules and asynchronous responses provides a whole host of benefits to its participants. HOWEVER - as a person who has been immersed in helping people improve their interpersonal communication skills on an individual or collective basis... I would ask - Is it possible to build in an actual, real-time, (gad...dare I say it...) F2F component on an intermittent basis? I believe there are times when we need to practice our human as well as cyber communication skills.
- 4) Just as we need to provide alternative formats for correspondence (e.g. phone, FAX, email, TDD) for individuals with various disabilities - Is there a way to make this available to those for whom printed word is not an effective way to communicate? Perhaps provide info. related to assistive technology that can be used for accommodation? - or PROVIDE the A.T. (perhaps at low cost)?
- 5) There are many eager learners across the country who do not have the hardware, adequate software, or availability of the internet. Quality learning experiences of this type should not be available only to an exclusive club that have dependable computers and internet.

Joan

Sharon L Conry - Sat Jun 09, 2001 09:20

I found this to be a very interesting assignment. The anonymity that the web provides has allowed me, a typically quiet student, to speak out more than I normally would in a class room situation. I am sure this is true for others as well, and I have really enjoyed reading the various comments and interpretations of the hexadigm. There are a few new points I would like to comment on. As with many of you, I am really encouraged to know that there are other people who wish to think "out-side of the box" (including a professor). I think it's fascinating to see the way individuals have rallied around, and tackled this new idea. However, I do think it is crucial for people outside the academic community to do the same. It appears to me that a common

American mentality of today deals with the notion of change. In our fast paced technology driven global world, we embrace what we believe to be the essence of our society: change. As a culture we are constantly talking about it, even now the hexadigm model is confronting it. To me there is a flaw in our drive for change; many today see change as a product, not as a process. It is going to take a long time for the mind set that this nation was created on to change. I think most people are scared, for whatever numerous reasons, when it comes to exploring cultural differences in a new light. I think many average Americans would even be frightened away by the title "hexadigm" and never fully explore its potential. This class, I feel, will be an important step on my educational path, but more than that, I think it will introduce more people to a different way of thinking that could eventually benefit society as a whole.

Sarah Williams Hall - Sat Jun 09, 2001 12:19

So, we have a desk in class and a computer (typically) at home. Comparing them, I see that both have the same opportunities in several different areas. Both allow the participant to offer their opinions and understandings, both give the opportunity to share. So here are the differences I can see right off:

Classroom	Computer
<u>face-to-face</u> contact	<u>face-to-screen</u> contact
possibility of interruption while stating a point	ability to complete one's thought before response
sense of people (bodies)	sense of community (minds)
hear a few people	hear what everyone has to share
shy/timid people don't participate in discussion	everyone participates same in discussion
vocally - some participate	writing, most will share

Sorry if that's hard to read (hard to set this up the way I was writing it out on paper!). In any case, I see how using the computer as a tool helps to make our class more of a community rather than a division of people who are constantly talking and people who are fairly silent in a classroom.

In addition, my desire to see people face-to-face is not only a notion of traditional schooling, but is also my own opportunity to make snap judgments on people. It allows me to write people off as snobs, idiots, a kiss-up (which I will say is still evident in writing!), someone to befriend, someone who is intimidating, etc.

It allows me to remain in my own little world without having to give anyone else any kind of credit. I can stay where I have always been and write people off as I choose based on outward appearances. Doing so says that I would rather stay where I am rather than explore new territory. The only new territory I wish to explore are things that I haven't done yet, but are still safe in my mind.

Even though body language is not something that can be read over internet lines, one's personality and beliefs, the spirit of them comes through no matter what. It may take longer to get to know someone, and things may be read not as the writer intended, but that's the case even with literature. But the essence of a person is still something that can be seen on a computer screen.

PLUS, there's more of a chance of a person being vulnerable with others via computer. I can say what I want because I don't fear retaliation. Someone may something back to me in another post, but I have the choice to read it or not. In a class, there's always a chance that someone will berate me in front of others or talk down to me, and there could always be retaliation of my person or

belongings. And that can work either way.

Allyson Knanishu - Fri Jun 15, 2001 15:26

Regurgitation. Such an awful sounding word with perhaps an equally awful meaning. We have regurgitated knowledge time and time again. We are supposed to read these questions and assignments and think for ourselves? What a scary concept? Can we actually do this? My two humanities with Dr. Bensusan are the only one's in my entire life and college career (I graduate in August with 123 hours) that have asked me to do such "crazy" concepts. Think for myself, respond to my ideas, read others, offer opinions, grow in my writing and understanding, and I'm right??? Yes, I believe we have not really been able to formulate our own ideas. I feel awkward and like I'm doing something wrong when creating my responses, like any minute someone's going to walk around the corner and start yelling at me. Perhaps Jose was confused as well. He knew what he was doing was wrong, he was taught morals from his family, right from wrong. Yet, he made the decision to step out of his box and try something new and daring. While he found it exciting, scary, hopeless, wrong, he continued to act in the same manner. The popular arts are a part of history as well. They have been shaped and molded by a variety of different factors. People were pre-conditioned by society to respond to the "appropriate" arts for them. But they secretly branched out to "lesser" amusements like baseball and boxing.

They were taught that they were of higher status and were not supposed to enjoy such things. Jose was of a noble status in his heart and Carmen, boy was she ever from the wrong side of the tracks in his standards. Yet, he was able to throw out the concept of pre-conditioning and what was acceptable for his class and follows his heart (or perhaps Carmen's manipulative ways). A book is a fascinating thing. The whole world stops (if it's a good book), you are stuck in your reading, you are absorbed in the setting and with the characters, you are fighting for certain characters to conquer whatever needs conquering, you wish secretly that perhaps you were these characters, that this story could actually take place and you would be a part of it, you are thinking all on your own. The story offered me to lose track of time and get into the story. I was fighting for Jose to leave Carmen, to realize she was the devil that he would be absolved of all his sins, that he would walk away from her and she would come crawling back on her knees. I picture dirt and sand and heat. I picture busy market places crowded with people packed in like flies. With a movie I would be able to none of these things. With an opera I would be able to do none of these things. Our own interpretations, perhaps with pre-conditioned ideas, are what make the story of Carmen exciting and different to us. What is unique about Merimee's story is that he's leading us to nowhere. He successfully makes the readers think for themselves. He lets our imaginations take us where we want to go. He lets us picture what Carmen looks like.

He lets us picture her wicked smile and Jose's confusion in his eyes. Am I going to run out and become Carmen? No, but some girls might pick up a thing or two. Are the men that are in psychologically abusive relationships going to pack up and run away from their own Carmen? Probably not, but it would be nice if a few did. People can pattern their lives after such a story if they wanted too. The fashion from the arts is something few people can ignore. What are the movies playing portraying women in? Flared jeans, halter tops, hair layered, fake nails, slim, fit. Are millions of women portraying this image of the

screen as well? You bet! Are we learning that perhaps not all of us are going to fit into those hip-hugger jeans but yet take drastic measures to fit into those pants? Are we going to look back at this period of time and say to ourselves, well perhaps I shouldn't have been so extreme with my body? Are men going to go kill aliens because Arnold Schwarzenager does? But are they going to try and achieve the muscular build and looks? The arts interpret every facet of our lives, not just fashion. And then yes, the arts will interpret that too. We learn from everything. Perhaps we are learning to throw those pre-conditioned ideas out the window. Wouldn't that be interesting to see fifty NAU students taking charge of their own thoughts? Would it make a difference on campus? Many things in this world shape our beliefs and understandings. Books, movies, ballets, operas, teachers, society will continue its cyclical process in shaping the mind of the world.

Patrick Prag - Sat Jun 16, 2001 11:42

I think the most important thing that I have learned from this week of writing and reading everyone else's posts is that we know a lot more than we think about culture and history. Even without researching, most people putting up their outlines did an excellent job and were able to critically think through their assignment. The other thing that I have learned from this exercise is that not only are cultures interwoven in their formation, but they also overlap in what happens in them. I know that's really awkward but I can't think of any other way to say it. What I mean is that my knowledge may not be sufficient in Mexican culture and history to make a direct example of how modernizing technology or something else affects Mexican culture, but by using my knowledge from other cultures I can draw almost direct correlations between the two cultures. Things that happen in one culture generally happen throughout others also.

Ashley D Remm - Sat Jun 16, 2001 10:29

I have learned that so many people have so many different interests. When I first started this assignment I had no clue how to do it, but when I took my best shot I started to realize what this assignment was supposed to show us and it became very interesting for me to go through each step and see how one category of life changed so much through each of the steps in the hexadigm. I was amazed when I read everyone else's postings with different categories. There are so many things that you can pull through the loops and unless you start the assignment you can't really imagine how different everything has become. Mentally, I went through all of the categories and put them through the loops and I found that everything has changed and has it's own history. There are so many other things that can be pulled through the loops as well and there is a wealth of knowledge to have when we pull these things through the hexadigm. I have to admit when I first started this assignment I could not figure out how this mattered but after going through it I found myself wanting to mentally pull more and more through to see how far I could get and how much I could learn. I also learned through this assignment how much each of us helps each other in ways that we sometimes don't realize. We each have given so much to each other that we have learned through the assignments, readings and each other how these things work. It wouldn't be enough to read my own paper but when I read everyone else's work I get a lot more out of the assignment, more than I would working on it on my own.

Interactions

Hi, Lisa

Jean L Thomas - Fri Jun 15, 2001 11:06

Hey Lisa! Glad I could reassure you. Like Dr.G says we are working backwards. We are asking the questions that we would like to have answered first, and finding out how much we already know, before we research. Maybe what we already know we will find to be biased when we follow the hexadigm! Or maybe we will find bias in our research! (when the time comes) Jean

My Reservation

Priscilla Kanaswood - Sun Jun 10, 2001 18:19

I like the computer too, but I love my Rez, too. There is still the sweat lodge if you want to wear a breech cloth. We have had a lot of people, even medical doctors visit our Sweatlodge. They want that spirituality we have, that next to Nature. Things are nice, but nature is still real and our people should not get lost in the hustle and bustle of the rapid pace: they will loose some of their perspective. I'm saying that because I have to go get lost, travel to end up back in my hogan appreciating it like my Dad said, I one day, would. Weird. The more we know it seems the less we know... but that is why I am always confused, I ask too many questions. The Rez Rat Pris Kanaswood. Glad to know you.

Thanks

Gregory Marcel Gonzales Sun Jun 10, 2001 22:04

Thanks for the feedback and encouraging remarks! It's kind of surprising to say this, but I can't recall any professors throughout my college career giving any feedback (positive or negative)&that's strange (may be just an engineering thing??)&I'm reading your article "No two swimmers float alike" and it seems to be really interesting, relating to positive encouragement-but of course you know that :)

For Maren

Eliana M Osborn - Mon Jun 11, 2001 15:06

I never thought I'd say this, but cheerleading is sometimes ok. :)

I am doing my project on sky lore--stories about the why's. I am still working through my initial outline (to use the term loosely). I could use some input from you on it--we seem to have the same wavelength going on.

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Editor's Note: This paper evolved from Dr. Bensusan's comments made to emailed questions from Professor Vera Mello, Ed Tech, Sao Paulo, BR. Professor Mello questions: Why are learners in these classes more open to help each other? Could this show a change in the students' view of the learning process? Are there changes in what they (the learners) now believe learning really is? Dr. Bensusan's answers provide as accurate a description of the anatomy of a Paradigm Shift within the education arena as any we have researched

In Praise of Learners

Guy Bensusan

Enrollments in my courses grow each semester.... I have 415 now and a couple of helpers... and the learners are learning from each other, asking questions of each other, giving each other citations, encouraging those who get a bit of panic, helping with suggestions on technical matters, offering ideas to help extend the outlines, and in general being very enthusiastic with each other.

If I knew why for sure, I would bottle it, sell it and lease franchises... but some good solid research is needed so that we may go farther.

I have taught this way for seven years (interactive Web) and have watched it improve, feel sure it has substance.... but also think the Halo effect has been and is still with us, plus the rise and fall of tides. I am cautious and hopeful. AND --- having said that... I would offer a baker's dozen considerations (other than the obvious excellence of program components and its modest teacher!).

1. It is THEIR (the learners) program, not mine... I set up the process, Lori puts it in the WebCT, and the learners do the work, while I read, watch, and respond or nudge when my instinct says to... otherwise, I leave them alone to enjoy interaction with the ten steps.

2. It is individualized, no common testing ... each one selects a topic and pursues it, asking and getting help from each other in formulating the questions. We go one step at a time. All are asked to contribute to developing elements further.

3. It is equalized in opportunity... there is no grade curve. All start with an A and can keep it or lose it based on their personal growth from where they start to where they finish. They work HARD to keep what they have been given.

4. There is no competition. They are encouraged to interact, and helping others gives GREAT rewards to both helpers and 'helpees', creates a super community atmosphere where the learners make sure they all are moving ahead, offering websites and articles, suggestions, and constant, chatty, social feedback.

5. It is DIFFERENT from what they are used to in traditional courses, and many learners REVEL in that, enjoy the freedom, and because they enjoy it, they spend LOTS of time on their work. But even that helps them with the personal discipline balance act of keeping all their courses moving ahead rather than focusing on the fun-one.

6. There is a Tom Sawyer Whitewashing of the Fence quality here too... work as an enjoyable investment of their efforts, with care to do it well. Plus a recognition that they are not being given a fish for one semester, but learning how to fish effectively across many disciplines for the rest of their lives.

7. They are allowed to explore with little risk, knowing that the academic lifeguard will not let them drown. They can look on each other's papers without being accused of cheating, and no proctors look over their shoulders. They can "come to class" when THEY are ready, and they don't have to drive, park, walk to the room and sit in rows. They have access to talk via messages with others or me 24-7.

8. The programs have a history and positive reputation from seven years around the calendar -- fall, spring, summer. The enrollees KNOW from friends who have gone before and from the grapevine that they will succeed if they work at it.

9. Students love the applicability of the principles to other courses they take in Humanities, Social Sciences, and Sciences. The five models (Hexadigm, Ladder, Bias, Source Evaluation and Schools of Thought) make sense to them, and they transfer what they learned into other courses.

10. The courses are open to all who want to enter (computer takes up to 999, but no single course has enrolled more than two hundred yet). There is always room at the Inn.

11. As the senior professor -- I have been here at NAU (Northern Arizona University) for 39 years-- I am known as experimenter and developer of new ways of learning, and also for enthusiasm, enjoyment of learners, and passion for learning -- that is a marketable product. I was fortunate to be assigned with NAUNet at the inauguration in 1989, and will continue to work with NAUNet from my new home in Kingman, AZ.

12. A Revolution is going on... Students know it even if many professors do not, or refuse to participate in the new ways. Learners seek professors who follow new paths, use new technologies, reach out to draw upon what they already know and help everyone win, so there are no losers. They know they are building for their own tomorrow and helping construct improvements in the programs for learners who will follow.

13. The support system is TOP NOTCH.... WebCT is handled by Holly Coast who is both dedicated and highly competent. Course manager, Lori Couture, has worked with me since 97, having been trained by Mauri Collins (now at RIT, and moderator for DEOS and E-Mod), and is a most considerate, knowledgeable, helpful and gentle guide both for the learners and me. NAUNet is a premier statewide interactive system (with national and global connections via University House on Starband and the Internet) ... The directors and staff say, " we WILL make it happen!!!" Each year it gets better... I can no longer see any difference between streaming and live...!

There may be many more reasons. If there are, these will be found in postings



of the learners.

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The Writings of Guy Bensusan

In this issue we move to the story of how the Hexadigm developed. We find a young and inexperienced Bensusan who learns to be sensitive to the response of his students. His humility and concern lead him to a new teaching paradigm that he has applied widely with great success. Others are now adapting this teaching model to science and other subject matters.

Guy's philosophy and practice have continued to grow with the advent of new technology and the acceptance of distance learning as a viable and effective alternative to traditional methods of teaching. He is the master teacher, leading us into new paradigms of teaching and learning. Through these writings he takes us on a journey of exploration and discussion. He shows us how to motivate students and achieve results with anywhere-anytime collaborative learning that are the envy of most classroom teachers.

The Bensusan Method is enriching the lives of tens of thousands of students. Ed Journal is grateful to have Dr. Bensusan present this series of articles each month so that you, your colleagues, and your students can enjoy and benefit from his experience.

TEACHING NATIVE AMERICANS

Guy Bensusan

My first experience teaching a course in which Native Americans were the entire audience came in 1967. I was at Northern Arizona University in Flagstaff, and the Director of Continuing Education asked me to teach Mexican Arts, Ideas and Values every other weekend at a small boarding school called Rock Point, just north of the spectacular Canyon de Chelly on the Navajo Reservation. Every other Friday at noon, I climbed into the University car, spent four hours of windshield time avoiding horses and cattle on the road, taught my class in the evening to twenty-five Navajo teachers, ate with them, stayed overnight in the teacher's dormitory, taught again in the morning, and drove home. It was a deep challenge to me at the time, one which, looking back, was a milestone in my life --- an experience which made me question pre-assumed truths and reversed my thinking about the art of teaching.

But before this, my multicultural life and later professional training had not prepared me for teaching North American Indians. As the child of a mining engineer in upcountry Brazil, I went to school with Tupí, Tapajós and Aymará Indians who called themselves Brazilians; I grew up thinking all races were "flesh" color. When we moved to the USA and drove west on Highway 66, I met real Pueblos, Apaches and Navajos in New Mexico and Arizona and I learned they were not like the "reel" Indians I saw in the movies or was taught about in college courses. During the 1950's I received a superb education leading to a doctorate in Latin American History at UCLA, though it too was flawed and misleading about Native Americans. I was taught that the "Hispanic" aspect of Latin American culture, even in New Mexico and Arizona, dominated native culture. I was told that, except for isolated cases, where the Indians had been "assimilated," their "difference" from other Indians was due to the Latin influence!

Along with other students, I was taught the outsiders' views of things as well as their standards of evaluation; not the Indian stories of skies, plants, animals, symbols or arts. Even my most sensitive professors often dismissed native ideas as superstitions, local lore or unedified narratives, relegating Indians to a status of quaint and odd. And who was I at that time to dispute my highly-regarded mentors? I was not encouraged to study what natives had thought or believed other than through descriptions by Spaniards who wrote their own observations.

Even when I designed the first year-long Humanities sequence on Mexican and Southwestern Arts and Culture for the Bilingual-Multicultural Master's Degree Program, we emphasized Hispanic things. There was so much more information to offer, I thought. I bought a cowboy hat and boots, and became a westerner. A zealous movie-goer, I became fascinated with Sedona, Monument Valley and the many other locations where my favorite Westerns had been filmed. Clambering about the sets, I relived and reinforced the misleading filmic images, feeding my dis-education about the "Injuns" I joked about in class. Navajos, Hopis, Apaches, Hualapais, Yavapais, Mohaves and Pima who were students laughed along with us.

They responded with their own anecdotes about "white eyes," but also about "Meskins and Injuns." Yet these were not the people the movies suggested; instead, they did their homework well and earned high marks on my tests. They might be reserved and live apart at the Indian dorm, and they might go off to ceremonies of various sorts for several days without saying anything, but their course essays and projects were satisfactory and often were highly competent. When in 1964 and 1965, I received Teacher-of-the-Year awards as voted by the student body, I truly felt I was succeeding as an educator. Naturally I thought I would have the same success out at Rock Point.

Neither then nor now is Flagstaff a noisy metropolis, so I did not feel I was going to the boondocks at Rock Point, just out to the countryside. The most evident and immediate challenge with the students was auditory, as they spoke so quietly. I found myself asking them to repeat their responses until I could fine-tune my own hearing. The same was true in their non-verbal communication; slight movements of head, mouth, body, eyes and hands conveyed ideas clearly --- that is, if one was paying attention.

I began by teaching them what I taught on campus: Arts, Ideas and Values of Mexican culture, popular, concert, and folk music, examination of Maya and Aztec artifacts, a comparison of Mexican Festivals (Holy Week, Bullfights, Day

of the Dead, the Cinco de Mayo observance of a Mexican military victory in 1862), and the Folklore Ballet, recounting some folk stories showing cultural traits and Hispano-Indian blendings, plus a study of icons, designs and symbols used in ceramics, carvings and textiles.

Music and dance history evoked smiles and some interesting comparative discussion, but much of my "best stuff" simply flopped. They ignored my brilliant analysis of the bullfight, the slides of Jesus-on-the-cross being carried through the streets at Easter, the pictures of skulls and skeletons so common in Mexican life. Navajo teachers would not even look at the screen, much less discuss concepts of celebrating death or its many visual and symbolic manifestations.

Their response to my presentation on architecture and of my favorite Mexican baroque and churrigueresque cathedrals was even more disappointing. It was clear I was not getting through and my spirits were both shattered and mystified when the same program so successful on campus was a failure here. I had no idea what was wrong, plus my pride was in trouble. At lunch one Saturday, after an especially dismal, morning session, I blurted out, "What is wrong?"

They were silent for a long while as I looked into each impassive, unreadable face. After what seemed forever, Stella, the senior teacher who was in charge of arrangements and always helpful and genial, responded. Looking at me squarely, she said, "What is wrong is that you are making us do things which are prohibited. When we look at or listen to what is taboo we must go and be purified. Otherwise we will spread that evil. You wonder why we are late on Saturdays. It is because we have a smoke ceremony to cleanse us. We must not look at owls and skulls, or talk about death, or tell and listen to tales and stories in the spring and summer."

"We know it is important to learn about these other cultures, and we have an agreement with the Education Department, but we are very uncomfortable. And even though many of us, like myself, have Mexican names, we also have a long history of hostility with both Spaniards and Mexicans. The overdecorated art that you want us to admire shows us they are morally decadent and reminds us of what the Old People (Anasazi) who were before us made. They decorated everything much too much, and now they are gone."

"We believe it is because they did not keep life in balance. We leave our pots plain and whatever design it has when it is done comes from baking in the fire. We like you and we must have this course for our teaching degrees, and there is much we enjoy about it. But there are also many places where we must endure what you are doing until class is over."

I was stunned. I had totally miscalculated. There was a vast hole in my education and in my so-called multiculturalism, one that I had obviously fallen headlong into. Yet true to my vocation, I tried to point out that they needed the course, because at Rock Point they were isolated and should encounter the outside world in order to deal with alternatives that would lead them to new ways of seeing. I asked how they expected to teach their students if they did not reach out. My feelings were more than a little hurt, but when my rationale drew no response, I also realized that they as well as I knew that I was mouthing academic officialese, rather than heeding their explicit cultural warnings. I should have known better; I was not a provincial yokel, I was multilingual, well traveled, able to function in many societies and successful in

coping with foreign dilemmas. With my Ph.D. and teaching awards, I should be able to handle this!

I tried another tactic: "These slides and lectures worked so well in Flagstaff. The Navajos in my classes there looked at the slides, talked about the ideas, made comparisons of Mexican culture with Navajo culture and even wrote about them in detail. Why don't these same things work here?" Stella's answer was gentle, sensible and obvious; "Why do you expect us to be like Navajos who leave their culture to go to the city and become like the Anglos? We live here."

How could I have fallen into this cultural entanglement? I had just come up point-blank against the wall every one of us builds within ourselves, one that has many doors and windows, if we will only take the time, courtesy and respect to open. After this lesson, so delicately presented for my consideration, I now doubt if there is any possible way of learning all the ways there are to deal with the "other" race or ethnic group, that no one can ever be a true expert --- each one of us can only do our best to be the most expansive and careful of others, hoping to be the least, rather than the most, offensive.

I had not applied my own basic principles, having created a generalization about an entire group in which Indians were Indians everywhere. I thought about nothing else during the long drive home: ethos-pathos, rights and rites, academic curricular standards versus the sub-culturally diverse entitlement of students not to have their ways and customs disregarded. I could see and understand both sides.

In Flagstaff I consulted with Roger Wilson and Milo Kalectaca, older Navajo and Hopi colleagues with whom I served on a multi-cultural teacher education committee. Their response to my questions was: "Have you asked the teachers how they want you to deal with this difficult predicament?" What a simple blockbuster: "Have you asked them?" Well, of course I had not asked them --- I was the teacher!! They were paying me to teach them! Why would anyone ask the students what they wanted to learn or even what the teacher might best use as examples?

When I did ask, I was astonished how simple and easy it became to by-pass this huge problem without sacrificing the academic essentials. I only needed to release my ego, to inquire about what created the student discomfort and substitute an equally useful topic which would serve the same purpose of illustrating and exemplifying our course principles. What I had chosen to teach about Mexican Arts and Culture was what I already knew, was familiar with, and enjoyed. I had concentrated on my needs rather than on theirs. I needed to find something for class that would not be traumatic to on-reservation Navajo students.

However, I still was not ready to allow them to select their own topics within the subject matter of the course. I did that for them, and what I chose worked well. I still needed to listen closely when they spoke, and remembered to keep my voice down when I got enthusiastic, or carried away singing and playing the guitar. But what developed from that long-ago encounter was both a revelation to me and a clear indication of the in-no-way-inferior abilities of Navajo teachers and trainees to be creative in class and express their ideas with useful examples and with wisdom. When the course came to an end, the class members held a party and presented me with a sand painting award which still adorns the wall of my office.

Teaching Indians is no different than teaching any other ethnic group --- steps must be taken in advance to insure one's lecture and display materials contain a minimum of offensive subjects to the students. When an Anglo teacher first encounters a Native American audience, it helps to remember that any one of the Indian persons in the classroom may have lived in Europe for a couple of years, or attended an Ivy League college, or mastered the art of medieval calligraphy, or won distinguished awards in creative arts, or is the son or daughter of an elected and esteemed "National Treasure." I can provide a local name for each of these categories.

Too often the immediate response to a Native American falls into one of several categories: (1) guilt for previous transgressions, (2) nervousness in dealing with peoples we have been taught to consider backward, and (3) asking too many questions about their culture, beliefs, and customs. One way of coping with each of the above challenges is or can be: (1) some racial groups persist in keeping alive centuries' old feuds but many Native Americans are quick to reassure that bygones will be bygones. (2) Envision the Native American before you as having earned a doctoral degree, as being a successful business-person, as someone able to speak three languages, or be accustomed to wearing \$10,000 worth of jewelry at once. (3) If you feel you must inquire into personal beliefs, always ask first whether this is a topic that an outsider may learn about.

As Stella had suggested, I was wrong to assume that "Indians" at NAU in Flagstaff were culturally the same as the ones at Rock Point. I set up a new three- part classification: "Traditional" or rural, "Modernized" or urban, and "Transitional" or an extensive dynamic stage in-between. I needed to be sensitive and ask many questions about what students were uncomfortable with when I taught on the Reservation, because the classes were 90% or more Indians, usually "traditional." On campus the ratio was different; there might be 5% Indian, hardly ever "traditional." I needed to adapt to two different worlds, so I was fortunate to live in both for a while and learn how to adjust. Obviously, location is a major asset in teaching.

I now perceived Mexico as well as the Southwest in a new light: on both sides of the border Native culture had not only endured, but had exerted much more influence upon European (Hispanic or Anglo) culture than had previously been suggested by academe, government, popular magazines and the media in general. All you had to do was look for the Indian imprint rather than the European one. Even the early "How to teach" manuals for the different ethnicities which appeared en masse during the 1970's were guilty of this, though they fortunately treat the subject in more profound ways now.

The other vital concept was "cultural process;" continuing and accelerating change. I saw analogies in the transculturation of Indians and Mexican Americans. "Latin" students comprised several groups. Flagstaff's resident families often related to New Mexican Colonials, many moving west with railroad building. Other Mexican Americans came from lengthy descent, whether in agriculture at Yuma, mining at Globe and Morenci, ranching in Apache-Navajo counties, border business at Nogales and Douglas or, the contrast of large numbers of big-city kids from Phoenix. A third group were recent arrivals from Mexico or Central America, representing many social and economic levels. Some Natives and Mexicans were closer to tradition, some had lost it (along with language, stories and customs), and many in-betweens were a little of this and a little of that --- unsure whether to retain their tradition

or go toward the mainstream.

Traditional content for both my courses emphasized what was in the main stream. I saw the need to change that and wanted an approach based on location, which would include Native and Latin elements from both sides of the border varying the fare and allowing Indian and Mexican American students to relate to classroom topics that came from each of their own cultures. The bonus was that they learned more by being able to see the other cultures having similar challenges. My first efforts were two 1976 Bicentennial programs: "Panorama of Mexican American Art," a touring exhibition for the Museum of Northern Arizona and "Roots and Rhythms," a series on Latin American Music for National Public Radio. In each case we started with "Popular Arts" and then reached out to Fine Arts and Folk Arts.

It was a start, and the success of those programs led to the next step, developing what would become the formula I currently use in the Interactive Instructional Television classroom. Crystallized into its present form, I call it "The Hexadigm," an open-ended six-part schema for dealing with the on-going and complex evolution of Native and subsequent cultures. In the following description, the six parts are in capitals and are numbered. This is one way I have found to be successful in teaching humanities to Native Americans, by incorporating an inclusivist rather than particularist viewpoint.

Regardless of whether we talk about the Southwest or any other part of the Americas, it is clear that "Indian cultures" by 1500 were the consequence of many successive (1) CULTURAL SEQUENCES of native groups for millenia, with each new group providing and receiving (2) MUTUAL INFLUENCES, including those by land and climate --- which had been there all along. These two-or-more-way cultural adaptations would continue to evolve as each new layer of culture came in from Europe, Africa and other continents.

At the same time, earlier frontiers in each region related to natural factors, while later ones became the arbitrary and politically-driven borders and boundaries we now learn in national lessons. Location, climate, local history and elevation coupled with ethnic ratios contributed to (3) REGIONAL DIVERSITIES. While all cultures, regardless of era, had certain levels of technology, the arrival of Spanish metal tools, livestock, new plants, diseases, and new languages, arts, music, dance, clothing and religions deeply affected native life, creating a most profoundly significant cultural turning point for resident and newcomer alike. In Arizona and New Mexico those influences came in a Northward movement from Mexico about 1600, with follow-ups in the 1770s and after Independence in 1821.

After 1820, however, (4) MODERNIZING TECHNOLOGIES, such as the steam engine for land and sea transport increased the flow and speed of cultural change with ever-growing numbers and diversity, once more changing the lives of Native, Mexican and newcomer. In the 1870's, the pace intensified with railroads, with Mexican immigrants during the 1910 Revolution, and with automobiles and national highways in the 1930's. After World War Two came Sunbelters (including me), retirees, seasonal visitors, plus global immigrants and more Mexicans. The Southwest is no longer what it was either in quantity or quality, especially for Native Americans.

(5) EXPANDING COMPREHENSIONS resulted from all of these. Museums and study-centers grew, while changes on the national level affected schooling, life styles and language. People learned about each other, and

World War II saw them go away together and return with changed ideas. Flagstaff's Museum of Northern Arizona, plus local monuments and parks, along with revived interest in Native arts and cultures by academe, commerce and tourist development evoked scholarly studies, motion pictures, magazines, videotapes and private arts collections. The media today deluge us with Native American arts, documents, histories and countless other studies, many of them by Indians, and from Indian perspectives, even feminist.

Increased availability of information and attitudes, as well as the new technology make it possible to study the new resources in different ways. Watching films helps us classify things we had only previously read about; greater collections of recorded music establish an alteration of thinking about music and how it might be best taught and understood. More information of different kinds leads to diversity of methods, helps to subdivide fields of study and multiplies the foci of scholarly interest. While pockets of cultural and intellectual resistance remain, the way we have and are defining Native American Studies and Native American life has led to (6) REVISED INTERPRETATIONS about Indians, the final part of the Hexadigm.

The Hexadigm was successful with Mexican American and Native American students, and also with "Anglos," in presenting an outline of a concept first, and then applying it to art, architecture, music and dance. In every case, I began with the Indian ideas and activities, then moved to the Spanish and Mexican ones, and finally to the Anglos and what they had done. Rather than use standardized tests, I encouraged students to write responses and reflections in their journals, and turn them in to me every three weeks. I kept leading them back to the six points, and asking them to discuss what they thought was most important as well as what they found that bothered them. Each respective audience could thus see themselves in our classroom activities. This extremely important breakthrough made it clear that by seeing themselves in the content of the course they gained a feeling of trust with the teacher, which in turn encouraged or enabled them to participate in and contribute to the class discussion. Teacher evaluations suddenly rose, spurring me to go farther.

In 1979, I composed a verse called "Past and Repast" which applied the Hexadigm to history, culture and gastronomy. I printed out copies so we could read it together in class; it made the students hungry, so was a big hit! I published it in a couple of journals and conference proceedings, and I even made a video of my "declamation," which was used in our Elderhostel sessions. Year by year I versified about music, teaching principles and cultural evolution as well as built collections of musical instruments and folk art. I was pleased with the response to them and how well they were received when I went to Western Carolina University on a National Faculty Exchange where there were Cherokee and Lumbe Indians. Everyone could relate to the materials and there was interesting discussion. But the students were still not truly involved. They were an audience, and I was performing. I was still only lecturing.

The change would come when I began to teach in my first Interactive Instructional Television classroom. Three groups of students were in classrooms 60 miles apart, and I could only be in one of those places at a time. It was two-way video and two-way audio, and he-she who pushed the microphone button first got to say something or answer the question. Sometimes, if one didn't like the answer, they would argue about it without asking my permission! It was exciting, and lights went on in my head: why not

build an entire course out of student- discussion, with the professor setting up the situations and helping to lead students through the complexity in a Socratic method --- that is, asking questions, getting answers, and continuing to ask more questions?

It worked, and step-by-step has improved. Two years later I was appointed to a unique position: Senior Faculty Associate for Interactive Instructional Television. The job description said I should teach two courses each semester over the system; experiment to see what interaction might allow in order to redesign education; develop ways to assist other faculty to get started; and help build the teaching side of what would become a statewide academic program. It is clearly the most exciting job I have ever had in my 45 years of teaching.

We started with one remote site, built two more, and by using a piece of equipment called a Four-Split, could see and talk with all four classrooms simultaneously. The geographic diversity also increased the number of Indian tribes we had access to. Now we have gone to a Nine-Split (currently the only one in the nation used for university courses) which has taken us to all parts of this large state. It has been this innovation that has helped bring Native Americans from so many different sites into greater participation in the course.

Since IITV is so interesting and I learn so much, I have scheduled two courses in each summer session as well. I will teach my 60th fully interactive course in July of 1995, and while courses in the regular semester enroll fifteen percent Native Americans, in summers we get forty-five percent. Class videotapes show that Indians interact, present ideas, debate points and definitions, and bring out perspectives that other students have not thought of. They even volunteer to give presentations on camera to the other classrooms, and handle questions with good answers. I sometimes feign amazement and say, "What's wrong with you guys, Indians are supposed to be reserved, taciturn and be of few words. What's going on?" They will laugh and say they are comfortable, having fun and learning. We have even been able, once into the course, to introduce some of those taboo topics and discuss them.

Why does it work? I think there are several reasons, which are confirmed by Indian students who take my courses, male and female, traditional, transitional and transformed, and from many different tribes and regions. Part of it is the Interactive Television --- all the students are intimidated by the technology, so the playing field is equally uneven for everyone; they all have to learn to use it from scratch. Several Indian students have told me it amuses them to see Anglo students being scared, breathing rapidly, trembling on camera and losing their composure. They say it helps their own sense of competence, their resolve to improve and their willingness to contribute.

The method of starting our American study with Indian arts and culture is of utmost importance. By continuing to come back to what happens with the Natives as each new cultural layer comes along, we have made their culture a focal part of the course and opened up the chance for each of the several cultural groups in the electronically-linked classrooms to discuss feelings and reactions to the interpretations. Everyone's culture is in the course content and we discuss all of the parts openly, including our feelings and reactive responses. I tell students that I am multicultural and share many of my personal experiences in arts and culture with them. They reciprocate.

Two important consequences derive from that: one is that students are

listening to other students in a classroom situation. At first there is some reluctance, but up on the screen we rapidly get to know each other by name, and since I arrange for us to be on the circuit before class starts, some students even come to class early and strike up conversations with those in other places. I have seen several Natives from one tribe or nation relate well to newfound friends from another --- even discussing differences in culture between tribes, which is listened to by non-Natives. The other factor is the importance of geography, that is, location, elevation, climate, ethnic ratios, cultural emphasis, etc., which becomes obvious to the students as the discussion goes on.

Appropriate answers come from appropriate locations, and this demographic reality is discussed openly with such questions as, "well, is that more a product of your culture or where you are living?" The subject under discussion takes on many new dimensions as we examine it. For instance, one requirement is that students take a field-trip to a park or museum and also engage in an ethnic interview in order to broaden what would otherwise be an exclusive reliance upon book sources. Consequently, in at least one class session I will ask each site to talk about parks and other resources that are available in their locale, or to go to other classroom sites in order to see what they have previously only heard about. It is not uncommon for a student who regularly attends at one site to show up at another. When they do, students recognize them, talk with them, and often socialize after class. Sometimes students from different sites who have chosen the same project topic will ask to make their presentations on the same day in order to cover the ground better.

The atmosphere is much different from what I have seen in the more traditional single classroom. At the same time, student ratios have changed extensively. In my electronic classrooms on the Navajo and Hopi reservations I still have 90% or more Natives, while on campus what used to be 5% has risen to 25% during the fall and spring semesters. Summer Sessions bring as many as 50 percent, since so many Native teachers come to campus for their residence requirements. The overall ratios are equally altered. Last semester, for instance, in a class of 90, there were 23 Native Americans representing 11 nations, 27 Mexican Americans, 2 Asians, 3 African Americans, 38 Anglos, and 7 international students, including a Mexican woman who gave birth to a 6 pound, seven ounce daughter two days after the course ended. It was a most interesting semester and we all learned from each other.

I am no longer lecturing about Arts and Culture to the students. Instead, I find out early who is in the course and what their interests are, altering specific topic areas to take advantage of the knowledge individual students bring to the course through presentations to the class. My role now is to help the student develop the project and facilitate the exploratory discussion about contexts, comparisons, causes, consequences and combinations. During the past year, we had jewelers, rug weavers, basketmakers, dress designers, musicians, sandpainters, apprentice healers and apprentice museum curators in the course.

By asking that they help us learn about what they do while also insisting that they pursue a broader context of their specialty, we seem to make dual headway. One highly traditional Navajo woman told me that she has come to understand that her prior view of rugmaking was very parochial, and that the Spanish-Mexican influence upon Navajo life was very profound --- which she says gives her a much deeper understanding of her own weaving designs and

related cultural activities. Most significantly she wrote in her evaluation that she had been closed to the idea until she had discovered it in her own research.

Finally, the continuing development of this interactive multicultural program is also aided by the dramatic change in Native American outlooks, which have been with us since the beginning of the 1990's, in preparation for the Quincentennial in 1992. Among the various Indian students who come into my courses now, there is a new attitude of wanting to be heard, wanting to have their culture known, and a willingness to discuss it. Some, of course, demand the right to be the exclusive interpreters, in compensation perhaps for the long centuries of having been defined by outsiders.

I still need to find better ways to increase the students' reading depth and frequency, as well as to encourage improvement in their timeliness of handing in assignments. I would also prefer students to get over their initial inertia in getting started with their assignments, and I would be happier if everyone would stay for the entire course. These may come with time, however, since each semester seems to be more productive. From what I see in my classroom and read in the evaluations, mutually useful sharing goes on among many races -- I look forward to seeing what will happen in the multi-site, Interactive Instructional Humanities courses yet to come.

May 20, 1995

Some Useful References

Three books which I have used the most in regard to teaching multicultural courses are:

Edward H. Spicer, *Cycles of Conquest*, University of Arizona Press, 1962 and several updates. I have found this to be a useful starting place for my thinking on many cultural and contextual topics.

Alfred Crosby, *The Columbian Exchange*, Greenwood Press, 1972.

James A. Banks, *Teaching Strategies for Ethnic Studies*, now in fifth edition (1991) from Allyn and Bacon. The annotated bibliography is varied and valuable.

(Perry and Fraser's *Freedom's Plow*, Routledge, 1993, moves along similar lines, but focuses upon African Americans, Asian Americans and East Coast situations, a different world from the Southwest.)

Three others I find most useful are:

Carl Waldman, *Atlas of the American Indian*, New York, 1985

Herman Viola and Carolyn Margolis, *Seeds of Change*, Smithsonian, 1991.

Trenton and Houlihan, *Native Americans: Five centuries of changing Images*, Abrams, 1989.

Arizona Highways (dating back into the 1920's) carries a wealth of information on Southwest Indians and statewide multicultural lore; *Texas Highways* covers similar grounds but is more focused upon interesting places to visit. *New Mexico Magazine*, *Indian Artist*, *Southwest Art* emphasize the art world. *Native Peoples*, affiliated with ten major museums about the nation, is useful in many cultural ways.

Whispering Wind Magazine has been published since the late 1960's; editors Jack and Darlene Heriard at Written Heritage (800-301-8009) also have a broad selection of books, videos, cd-roms and cd's. Individual Museums also have excellent publications, new materials all the time: the Woolaroc Museum in Barlesville, Oklahoma; the Witte Museum in San Antonio, Texas; and the Textile Museum in Washington DC, are very helpful. Museum of Northern Arizona in Flagstaff has long published Plateau, which is superceded by Cañ on Journal.

University of Oklahoma, New Mexico and Arizona Presses are prolific publishers of Native Americana, while Chelsea House Publishers, Broomall, PA, has children's series on Indians. A helpful reader is The American Frontier volume in the Opposing Viewpoints series by Greenhaven Press in San Diego. PBS has produced several videos on Chaco Canyon and various Indian cultures; KNME (Albuquerque) produces many in the Colores Series; Interpark (Cortez, Colorado) has an extensive catalog; Camera One in Seattle, Washington has produced Wes Studi's Ancient America Series of five regional surveys which both update and supplement the four video set organized by Will Sampson under the title of Hollywood Massacre.

Finally, Bill McCune of Phoenix produced "Indian" --- A History of Native Arizona.

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