

Literature Review – Lesley online library – peer-reviewed articles a primary selection requirement

Topic - Distance Learning/Videoconferencing

I found several peer-reviewed articles on the value of distance learning in the education environment. The first one was "Reflections on a 10 Year Distance Learning Project: NYClassNet" (Salvati, 2001). The author reviewed the history, uses, successes and failures of the videoconferencing implementation they have used for the past decade. The implementation has grown some over that time and it has been used for a wide variety of purposes - from administrative meetings to special projects. They found that the more imaginative and well prepared uses were more valuable to learning.

The second article was "The Quality of teaching and learning via videoconferencing" (Knipe, 2002) and studied an existing videoconferenced class to determine the perceived quality of education versus a traditional classroom environment. The data collected was very subjective and was very influenced by any negative equipment and environmental factors. They concluded that merely linking distant classes and teachers using technology does not necessarily create a conducive learning environment. Additional training of the teachers and changes to the delivery of the material and communication with the students would improve the situation. It makes sense that alterations should be made to the schedule, delivery and facilitation of a class over video would improve student learning.

The third article was "Information and Communication Technology in the Israeli Educational System: Past, Present and Future". (Katz, 2002) Videoconferencing was used through the 1980s and 1990s and was found to be most useful in an interactive environment which was easier to accomplish as the technology improved. The Israeli system has identified specific goals for computer technology and continue to encourage the use of videoconferencing to promote self-learning, collaboration, assist with teacher training, and aid in achieving their goals of technological literacy.

The common theme in these articles was that the hardware is not the important emphasis in successfully implementing the use of videoconferencing. Teachers must develop and create imaginative ways to augment their curriculum and the use of this technology requires additional training and different teaching techniques.

I found the NYClassNet article very useful. They have a lot of experience with this technology and many lessons learned. The author stressed the importance of defining what you want to use the technology for and what you expect to gain before you start. He outlined "The Eight Essentials" that are organizational elements that are essential to achieving success. They started with 6 locations, currently have 25 locations and a gateway, and hope to expand it to all of the 1200 NYC public schools. He concludes by stating that the use of this technology can make a real difference in teaching

and learning and shares a story of bridging students between Brooklyn and Mississippi.

The second article was somewhat interesting in that it pointed out that additional work is required to alter a traditional classroom presentation to make it an effective video-conferenced class. Videotaping a teacher lecturing a classroom does not enhance the learning process of the distant student.

I really enjoyed the article about the Israeli education system's development and use of Information and Computer Technology (ICT). They pointed out that "teachers usually prefer instructional approaches that impress them as suitable for their own particular instructional needs and students usually prefer learning methods that correlate with their own particular learning needs, the same is correct vis-a-vis the use of ICT in teaching and learning." I think this is important for everyone to understand and different teachers adopt new and different technologies and teaching methods. I liked the outline of seven major recommendations for future ICT utilization in the Israeli educational system.

References:

Katz, Y. (2002). Information and Communication Technology in the Israeli Educational System: Past, Present and Future. *Educational Media International*, Vol. 39 Issue 2, p145. Retrieved July 27, 2004 from Academic Search Premiere.

Knipe, D., Lee, M. (2002). The quality of teaching and learning via videoconferencing. *British Journal of Educational Technology* Vol. 33 Issue 3, p301. Retrieved July 27, 2004 from Academic Search Premiere.

Salvati, J. (2001). Reflections on a 10 Year Distance Learning Project: NYClassNet. *Education*, Vol. 122 Issue 2, p276. Retrieved July 27, 2004 from Academic Search Premiere.