

## **If You Schedule It, They Will Come**

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### **Abstract**

*The action research was designed to determine if middle school teachers, who had never experience teaching a class via distance, would decide to continue to use distance learning after allowing another teacher to set up and control a distance learning experience for their class. The research explores two questions: 1) Will the teachers go to the lab in a non-threatening environment? 2) Will the teachers continue to use the lab if they have experienced distance learning? Fifteen teachers were offered the opportunity and five completed the study. All of the participants in the study decided that distance learning would be a part of their teaching plans in the future. Each indicated that teaching via distance would be used more than once throughout the year.*

*The data collected was formulated through interviews and an electronic questionnaire. The interviews revealed an overwhelming positive reaction from teachers and students to the distance learning experience. The data also showed that no prior use of the distance learning equipment that was installed in the district was based solely on a lack of instruction in using the system. Once taught the correct procedure, each of the teachers planned to use distance learning as one of their teaching methods. Also found in the interviews and questionnaires were different levels of confidence in using the distance learning equipment. Three of the teachers said they could now teach others how to conduct classes via distance without any further assistance.*

*The most difficult aspect of the design of the research was scheduling, not the teacher's unwillingness to try a new teaching method. The teachers and the researcher found that the major difficulty in organizing a distance learning class is the coordination of class schedules between two districts. This amplifies a problem, which is underlying all distance learning connections of this nature. Without a consistent schedule between districts, the frequency of distance learning connections will stay relatively low. However, this research indicates that with assistance and instruction some teachers will use distance-learning methods of teaching.*

### **Introduction**

Picture this: Twenty-two sixth graders, who are standing next to you, are waving wildly at a classroom that is 200 miles away. They are waving back because class is nearly over. They do not want the class period to end. They still have some things they want to show the other class. They worked hard to prepare their work so the other class to could see what they have done. The other class had some cool projects and they were really friendly, too. They are eager for the next session and say, "Thank you, Mr. Hogleund. That was awesome! When do we get to do it again?"

I have always been a teacher who is willing to try new things. A new method of teaching will make me a more effective teacher and could help my students learn thoroughly. Technology, with its countless possibilities, has thrust me to be not only willing to try new things, but to pursue new methods of teaching. I have become driven to learn about tools that will empower me to be improving at what I do: teach children. However, I have not always felt that way.

In our school we have advanced to a state of the art, technically advanced district. On the steps to get to this point, we, like all other schools, started with nothing and moved our way up. One of the first steps was to get a computer in every classroom for teachers to use. Upon receiving my first computer, I spent countless hours blindly exploring its capabilities. I soon attended my first technology class to learn more about this phenomenon. The instructor at that first class was very confident in preparing her equipment. She started her first presentation, but she soon had a malfunction in her equipment. She quickly realized her problem, made a few adjustments, her problems were solved, and she continued her presentation.

Her quick response to solve the problem was a defining moment for me. She understood her equipment and she could use her tools to convey her knowledge. I thought to my self, "This is the difference between her and me. This is what is holding me back. I want to be like her." We do not use technology to learn how to use computers; we are to use technology to help our students learn. Since that defining moment I have attended technology courses for three years, including one summer for distance learning, to learn how to use the tools that will make me an effective teacher.

This action research, If You Schedule It, They Will Come, has the teacher/researcher being a facilitator for other teachers. My research targets the infrequent use of distance learning lab in my school. My colleagues are excellent teachers who, like me, are willing to try new innovations in education. Why not the distance learning lab? This tool can bring the world to your classroom; Why not use it?

### **Purpose of the Study**

The purpose of this study addresses a potentially similar situation that this researcher had experienced as stated earlier in this text. If one could facilitate a positive distance-learning experience for teachers and show them what they could do, would they use the distance-learning lab? What are the reasons teachers were not using the distance-learning lab? Was it simply the fact that they did not know how to use it? Teaching at a distance seems like such a mysterious process that it could possibly be intimidating. Maybe the teachers in the school district who were not using the distance learning equipment needed that 'defining moment' to see the distance learning equipment work. They needed to be shown them that it is a relatively easy learning process that yields great results. This researcher conveyed to them that he would do everything that was needed to get them to experience how the distance learning equipment worked without having to worry about any problems.

Ultimately, the study will determine if teachers and students will want to get back into the lab. Teachers may find the experience non-threatening. Students might be excited with this new experience in education. Teachers will then have a story to tell about distance learning. They can then make a decision on its effectiveness. Most importantly, teachers will then have a partner in cyberspace, something they never had

before. The data will hopefully steer the distance learning paradigms that are currently engrained in teachers. We will find out that teachers will realize that distance learning is not only for other teachers. It is an option that is available to them and they may use it creatively.

The presence of distance learning is growing rapidly. Every level of education and business is using some form of distance learning. It is everywhere. Educators hold a responsibility to show our students innovation in learning. Then Vice-President Al Gore talked about being prosperous in today's changing economy, "All Americans deserve access to educational opportunities that will help them get ahead. We must make it possible for adults to learn at a time, pace, and location that works around the constraints of their daily lives. At a time when what you earn depends on what you learn, we need to promote innovative ways of educating Americans so that they can compete for the high-wage, high-skill jobs that our economy is creating in record numbers." (USDE, 2002) Students who see education being taught creatively will learn that technology in education can be enjoyable. This can enhance performance in the middle school and carryover to further education.

There are some strong indicators that the future of post-secondary education will include some form of distance learning. Our students will be using distance learning throughout their education. History has shown that it is an enjoyable way to learn. The National Center for Educational Statistics notes an increase in distance learning classes at 4-year colleges and universities; Enrollment tripled in the time period between 1995 and 1998. Also, NCER found that the participants in these distance-learning classes reported that 22.7% of the participants in distance learning classes were more satisfied with distance learning than the regular classroom. Also, 47.3% indicated that they liked both the distance learning courses and the regular classes. (NCES, 2000)

The traditional classroom support may argue that there is nothing wrong with staying in the regular classroom. Interestingly, distance learning also has some research backing its effectiveness. Research has proven that distance learning is as effective as the regular classroom. Many educators ask if distant students learn as much as students receiving traditional face-to-face instruction. Research comparing distance education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction, when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and when there is timely teacher-to- student feedback (Moore & Thompson, 1990; Verduin & Clark, 1991).

In the Results and Interpretation of the Data this researcher will reveal the reactions of distance learning teachers and students at the middle school where this research was conducted. These reactions will be weighed against the difficulty of change in education that will be addressed in the conclusion.

### **Review of the Literature**

Keeping current with the trends in technology is difficult to do. In the world of education the factors multiply with so many options being available every year. School districts cannot afford to buy the latest equipment every year. Within a context of rapid technological change and shifting market conditions, the American education system is challenged with providing increased educational opportunities without increased budgets.

(What is Distance Learning?, 2002) However, teachers have a responsibility to keep current and use what is available to them. Guillermo E. Pedroni of the University of Illinois at Edwardsville states, “Some schools help teachers to keep themselves trained on the latest equipment and software. Teachers must constantly adapt their curriculum to the changing needs of their students that computer technology can bring about.” (IFT Insight, 1996)

The distance-learning lab which the participants are using and the system that is have set up in our state is a prime example of teacher’s responsibility to keep current with technology to help students. Each teacher has daily access to distance learning. The technology is in the school but it is not being used to its potential. Jamie McKenzie (Jan. 2001), writing in Electronic School, proposes that we need to focus education for teachers on how to use the technology effectively. “After two decades of providing software classes to teachers, we need to explore different approaches — those honoring key principles of adult learning while placing both curriculum and literacy ahead of software and technology. This challenge should be about using new tools to help students master the key concepts and skills embedded in the science, social studies, art and other curriculum standards. It is not so much about powerpointing, spreadsheeting or word processing. (or in this case distance learning) The focus should be on teaching and learning strategies that make a difference in daily practice — on activities translating into stronger student performance. As a result of these practices and the use of these new tools, students should be able to . . .

read, reason, and write more powerfully

communicate productively with members of a global community....”

This research will address the teacher’s willingness to keep current with technology if given the opportunity. If shown the correct method to use it, will the technology be used by the teacher to enhance student learning?

### **Design of the Study**

Fifteen classroom teachers were assembled to see if they were interested in participating in a distance learning setting with their classes. All of them were presented with a proposal (Figure 1) to see if they were interested. Each was given a copy of the letter that would be sent to the other schools who decided they wanted to participate in the project. (Figure 2)

This research project, If You Schedule It, They Will Come, has been created to form a microcosm of South Dakota teachers. Every school in South Dakota has a distance-learning lab. Like the entire state of South Dakota, the teachers in my research have been given an opportunity to use the distance learning tools that are available in our schools. It has been used for many classes and conferences, but not in this capacity with the teachers that were assembled for this research. With their consent to participate in this project, each of the teachers in this research group was offered assistance to conduct a class with another classroom in our state. They were offered several lesson plans if they choose to use them; They were guaranteed that this researcher would have total responsibility in running the audio and visual equipment, finding a second party to communicate with the distance learning equipment, reserving the lab, and being in total control of the distance learning experience. The teachers are required only to prepare the students with an easy lesson (Figure 1) that was offered to them and then go to the lab on

a date that conveniently fit their schedule. The question behind the research is two-fold: 1) Will the teachers go to the lab in a non-threatening environment? 2) Will the teachers continue to use the lab if they have experienced distance learning?

The lesson plans that were offered suggest a sharing session with another school. In the sharing session the students are required to present 'information' for one minute each. The basis supporting this type of a lesson plan takes the 'pressure' off the teacher and places it on the student. The students 'pressure' is minimal as they only are responsible for one minute of information. It is a lesson that is very flexible. Each classroom setting can feed off this idea for their distance learning experience. This researcher, who has previous experience in conducting classes in the field of distance learning, anticipates that the students and teachers will experience the positive effects of distance learning. An educational experience is inevitable.

Of the educators that were given the proposal, 10 initially agreed to participate. Five teachers who initially agreed to participate had to decline because of scheduling problems. All of the reasons not to participate fall into the categories that all busy teachers have on their agendas. However, scheduling problems were the main drawback for most of the teachers who declined. Busy days in the classroom filled with prior lesson plans accounted for other difficulties in adding a distance learning experience. All of the teachers were very kind in declining the distance learning experience and some were even apologetic that they could not coordinate their current schedule with this 'new' idea which was being used in the school district. However, five of the teachers completed these classes in the project:

Middle school art teacher – shared and explained art work

Middle school physical education teacher – healthy foods

6<sup>th</sup> grade teacher – science day projects

6<sup>th</sup> grade teacher – zoo trip report

Middle school social studies teacher – Civil War presentation

These 5 teachers hosted a class with a class from another school in the state. The students did all of the presenting in 4 of the classes and there was a guest speaker in one of the classes, the Civil War presentation.

It turned out to be a win/win situation as each of the classes was a positive experience. Some of the classes had students that were more 'made for the camera' than others. Each of the classes consisted of a different subject matter, making comparisons difficult. This research looked for general similarities and differences in each class to draw conclusions.

Each of the teachers enjoyed the fact that the researcher was in charge of the organization of the class. They asked several times, "Is there anything I can do". The researcher corresponded with the teachers from other towns through e-mail and telephone. For the final step in scheduling each of the classes, the researcher called the network, which was the technological link to set up each of the classes, and confirmed that the connection was scheduled on a date that was convenient for both classes.

Ironically, in trying to convey to the teachers the ease at which distance learning can occur, this researcher found it difficult to coordinate two different schools schedules to converge into one class period for one day. The most difficult portion of the project from a facilitator's point of view was in scheduling. Each school district has such a

different schedule, there had to be a considerable amount of correspondence for each connection to be made. Fortunately, all of the people involved in this process were cooperative. Many times we would have to reschedule because of conflicts.

When the class was completed, the teachers were brought to the distance-learning lab. They were shown how to use the distance learning equipment. This portion of the project was necessary because the research ultimately tested if the teachers will independently pursue another distance learning experience in the future. The results of this question will be answered in the Results and Interpretation of the Data of this report. It was a 15-minute training session that showed all of the information needed to set-up, organize, and conduct an effective distance learning class. The researcher even had a few extra teachers who had heard about the excitement of the distance-learning classes that had been conducted and wanted to learn how to conduct a class, even though they were not part of this research project.

### **Data Collection**

After the distance learning class had been held, each of the teachers was interviewed about the class and documented their reactions of the class that had taken place. It was a new experience for all of them, so it was quite interesting to hear their reactions. Upon completion of the distance learning session, each was given an electronic questionnaire, too, which was sent to their school e-mail. The questionnaire was done electronically so it would be as convenient as possible for them. It worked well as each of them were eager to tell about the class that they had completed. Each of the teachers who completed the project were asked to respond to these questions:

I enjoyed the class on the DDN.

Having a class on the DDN is something I would like to do again.

I can reserve a connection on the DDN.

I can set up the VTEL system in the distance-learning lab.

I know how to use the two main cameras on the VTEL and use the document camera.

I know how to 'dial in' to the other school.

What aspects of the DDN experience did you enjoy?

What aspects of the DDN experience did you not enjoy?

Why had you never held a class on the DDN before?

Which do you feel will be more difficult to do?

Prepare the content for the class

Find a class to connect to

Could you teach someone how to set up and host a class on the DDN?

Are you going to have any distance learning classes next year? If so, how many?

### **Interviews**

Invariably, the teachers that participated in the project reacted positively. It was an experience that benefited both the teacher and the student. The enthusiasm of these teachers is a credit to their profession and this researcher was encouraged by their willingness to try something new.

Some teacher responses:

“I can’t believe that this equipment was that easy to use, and I have never used it.”

“The kids were so excited!”

“I couldn’t believe the excitement before the class.”

“My students really worked hard to prepare this lesson. They really wanted to do a good job.”

“They have talked about the class for days afterward.”

“Many of my students have asked me several times if they get to do the distance learning class again.”

Some student responses:

“That was cool!”

“They ask a lot of questions!”

“Can we do that again?”

“We need to do longer next time.”

“Thank you, Mr. Hogle.”

“You need to teach my other teachers how to do that.”

The results can be seen in their entirety in the appendices. (Figure 3)

### **Interpretation of the Results**

The participants in the research and their students enjoyed the distance-learning class that was conducted. This coupled with the fact that they all are going to continue use of the distance learning setting is a significant finding from the results. The teachers reacted positively to student responses that were given as a result of the class: “That was cool”, “Can we do that again?”, “We need to do that longer next time”, and “Thank you”. These student reactions had an impact on the teachers. The class created such a positive response from the students that the teachers invariably agreed that they would recreate a distance learning setting. Another interesting statistic from the data shows that all of the teachers plan on conducting more than one distance learning class in the future. This shows a degree of commitment on the part of the teachers to stay with this method of teaching.

The participants reacted favorably to the idea of doing something different. Here are some responses to the question, “What did you like about the class?”: “*I liked it when you could communicate with different students and teachers about different technology they will use in their classrooms*”, “*I liked hooking up with a class from a distance away*”, “*I liked the instant feedback (reaction) of the students from the other school*”, “*I liked the idea of talking and sharing with another class in the state and the excitement of the students*”, “*I enjoyed having the experience*”, and “*I liked it when they talked about it for days!*”. This researcher observed a considerable amount of enthusiasm from each of the teachers. They enjoyed what they were doing and they were proud of their student’s performance. This is noteworthy simply because this was a different kind of pride in a different setting. Most of the comments from the teachers on this question stated that doing something different is meaningful and positive.

Asked if they were able and willing to work totally independently with the distance learning equipment, the participants were not all willing to have total control.

This is understandable. The teacher's role in a distance learning setting is not magically successful. Some inhibiting factors of the process will keep some teachers out of the lab until they feel more comfortable with this teaching method. A report from the University of Idaho indicates the success of any distance-education class rests squarely on the shoulders of the faculty. In a traditional classroom setting, the instructor's responsibility includes assembling course content and developing an understanding of student needs. Special challenges confront those teaching at a distance. For example, the instructor must:

- Develop an understanding of the characteristics and needs of distant students with little first-hand experience and limited, if any, face-to-face contact.
- Adapt teaching styles taking into consideration the needs and expectations of multiple, often diverse, audiences.
- Develop a working understanding of delivery technology, while remaining focused on their teaching role.
- Function effectively as a skilled facilitator as well as content provider. (Key Players in Distance Education 2002.)

The five teachers who used the distance-learning lab for a classroom were previously not using it because they simply did not know how. They simply did not realize that this was one of their options. Likewise, they were amazed at how easy it was to set up and operate the equipment. With practice each of them will be able to more confident with the equipment. The fact that all of the teachers have decided to conduct more than one distance learning class next year is encouraging, considering that none have ever done it before.

Notably, two of the participants in this research stated that they would not feel comfortable teaching someone else how to use the distance learning equipment. They did not feel so confident with the equipment that they could teach a colleague how to use it. Unfamiliarity with the system was what kept them from teaching at a distance in the first place. I feel after a few more classes via distance they will feel more comfortable. However, after the initial experience in the distance-learning lab, three of the participants felt that they had enough confidence in the process to teach someone else how to do it. With this consistent wave of positive feedback from the participants and some honest apprehension, the research shows that the teachers will return to the distance-learning lab. This researcher feels considerable progress has been made toward more frequent use of the distance learning lab because of the significant impact of their first experience with the process.

## **Conclusion**

The results of the research indicate the possibility of a positive learning experience using distance learning is highly probable. The data shows that teachers will use the technology for distance-learning if they see its effectiveness and are instructed how to use it. However, the journey to get to the distance-learning lab goes through scheduling conflicts and the difficulty of change in education, which is no small task. To focus on technologies without considering their role as a catalyst for change can adversely affect the ability of technologies to enact change (Heinich, 1982). Heinich suggests that we tend to treat all technological innovations almost the same, yet



technologies such as television can affect the power structure in education, and faculty prefer the power structure the way it is. Teachers walked by that distance-learning lab many days without thinking twice about using it. The main reason for not using the lab was the lack of instruction on how to use it properly. Great things happened when we were using it, though. They will now look at distance learning opportunities as one of their options. Many teachers feel the opportunities offered by distance education outweigh the obstacles. In fact, instructors often comment that the focused preparation required by distance teaching improves their overall teaching and empathy for their students. In developing or adapting distance instruction, the core content remains basically unchanged, although its presentation requires new strategies and additional preparation time. To function effectively, students must quickly become comfortable with the nature of teaching and learning at a distance. Efforts should be made to adapt the delivery system to best motivate and meet the needs of the students, in terms of both content and preferred learning styles. (Why Teach at a Distance?, 2002) Statistics have shown that our students will experience forms of distance learning throughout their education. Teachers have an obligation to expose them to nontraditional methods of teaching.

McKenzie's (2001) proposal suggested focus on education for teachers to make students able to communicate productively with members of a global community. The communication that took place in those classrooms was beyond productive. It was technology, as we know it in this small town, at its finest. It was technology working effortlessly to facilitate learning. The excitement was everywhere and kids eagerly asked for more. The journey to get there is now a little easier for the teachers who were shown how to conduct a distance learning class, and they now have partners in cyberspace.

## Appendix

### (Figure 1) Proposal to teachers

Using the Distance Learning Lab  
If You Schedule It, They Will Come!

This innovative experiment will allow you to expand your teaching horizons. It will be done on a voluntary basis and you will not be evaluated. My study is done with two objectives in mind: 1) I want you to use the distance learning lab. 2) I want to see if you will continue to use the distance-learning lab if you are guided completely one time. The educational benefits will be great for your students and there is very little work to prepare. Everything will be done for you.

I would like to connect your class with another class in the state of South Dakota. I will contact the teacher and the technology director of that school to make the connection possible. This connection will be a 30-minute class of student participation, approximately 1 minute reserved for each student. Each student will present some *information* to the “visiting class”. All you have to do is have the students prepare their one-minute of *information*. The *information* to be presented is discussed later in this document. It is designed to be a non-threatening experience for the students as well as the teachers. I will fully facilitate the first, and possibly only, connection between the two classes as you present your *information* to them. If you decide to continue the connection with the cooperating teacher and have them present to you, I will supply you with all the procedures you need to do this independently. All of the initial classes will take place in the time frame of 12:25 to 1:13, which is 6<sup>th</sup> period. So you will make your initial presentation at this time, but any continuing connections will be at any time you wish.

## Types of Information Presented by the Students

I will use the number **20** as the number of students in the class. This will vary.

1. 20 Topics we studied this year. (Each student will present one topic.)
2. 20 Important Reasons to be Patriotic
3. 20 Health terms that you should know (Social Studies, Tech Ed, Math, Science, Music)
4. The most important person in my life (20 different people, obviously)
5. What I would like to do to show patriotism
6. What I would like for a career choice
7. My poems, talent, artwork, photographs, etc. (We can use the document camera.)
8. Many other possibilities.... (guest speakers, presentations from businesses, etc...)

The students will have approximately one minute to present their information. It will be a great experience for the kids, a minimal amount of work for the teacher, and a new experience for everyone. The students will learn the importance of speech and preparedness, even if it is only for a minute. The kids will also learn about distance learning and its possibilities. It is a win-win situation.

I have chosen this format because it is nearly impossible for one class to be studying the same information as another school at the same time. I have also chosen this format because it will be something new and fun. The kids will enjoy a chance to see and talk to other kids their age in a classroom setting. This is my main objective.

The second objective that I stated earlier is optional for the teacher. After your kids have presented the information to the “visiting class”, the teacher can decide to 1) host another class, or 2) issue a challenge to the other class. The challenge, if the teacher chooses, will invite the “visiting class” to present a similar 30-minute class for our kids in Dell Rapids to view. A similar format could be used or any other format they choose to use.

All you will be responsible for is: 1) designating a time for the next connection, 2) contacting the DDN to reserve the time, 3) and getting the kids in the lab to view their presentation.

As the facilitator of this experience I will contact the “visiting” teacher and offer any information they need to help connect them to you.

However, you can choose not to have a second connection if you wish.

This innovative experiment will be something that you may enjoy. The possible connections beyond the VTEL lab are numerous: Links of information on the teacher’s website, pen pals, learning about their town or area, using the lab for other things once familiarized with it, sharing of projects on similar topics, etc. The teacher-to-teacher connection may be beneficial in keeping current with ideas and possibly teaching classes to them or receiving information from them in the future. The students will let you know if they like this different form of learning.

There may be a teacher that you know somewhere in South Dakota that you would like to try this experiment with. It might be someone you met at a summer class or an old classmate you haven’t seen in awhile. The classes don’t have to be the same

grade. You can use your own discretion on what would work best for your class. I want this to be as comfortable as possible for you. I will be as helpful as possible to make this work for you.

I encourage you to talk to your peers about this. It will really be a neat experience for your students. Remember, you don't have to do much for the initial connection, and you are done after that if you choose to be.

1. Mick, I'll try it and I have someone in mind to connect with.
2. Mick, I'd like to do it, but don't have anyone to connect with.
3. Mick, I would like to thank you for the opportunity, but I decline.

If you choose 1 or 2, please sign your name to the sign-up sheet and I will take care of everything. I am confident that you will enjoy this project. Your students will, too.

-Mick Hoglund

**(Figure 2) Letter to Other Schools**

Participants in the Distant Learning Project:

The teachers in the Dell Rapids Middle School are eager to get on the big screen to talk to your kids for a 30-minute class. We will be doing all of the ‘teaching’ or ‘presenting’. All you need to do is attend the class at the VTEL lab that is in your school. If you have a good experience with this “presentation”, you can work out another time with that cooperating teacher, to meet again on the VTEL. Also, you may possibly have a connection with another classroom to share ideas or projects in the future. Our hope is that this small, but significant, project will make our state a little closer, our teaching a little more effective, and our students a little more knowledgeable.

The amount of work that you do is limited to going down to the VTEL lab and watching the kids from Dell Rapids. If you choose to reciprocate by having your own presentation, you may make arrangements with the cooperating teacher.

We truly appreciate your ability to try something new in the world of education. Thank you for your time in this busy school year.

Respectfully,

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### **(Figure 3) Results of the Electronic Questionnaire**

#### Results and Interpretation of the Data

Five out of the five participants said they enjoyed the class on the DDN.

Five out of the five participants said that having a class on the DDN is something they would like to do again.

Five out of five participants said that they could reserve a connection on the DDN.

Four out of the five participants said they can independently set up the distance learning equipment.

Four out of the five said they know how to use the two main cameras and how to use the document camera.

All of the participants said they know how to connect to another school.

What aspects of the DDN experience did you enjoy?

I LIKED IT WHEN YOU COULD COMMUNICATE WITH DIFFERENT STUDENTS AND TEACHERS ABOUT DIFFERENT TECHNOLOGY THEY WILL USE IN THEIR CLASSROOMS –  
HOOKING UP WITH A CLASS FROM A DISTANCE AWAY, OTHER THAN A DRMS CLASS –  
THE STUDENTS WERE EXCITED ABOUT IT AND TALKED ABOUT IT FOR DAYS, THEY WANTED TO DO IT AGAIN. I LIKED THE INSTANT FEEDBACK (REACTION) OF THE STUDENTS FROM THE OTHER SCHOOL –  
THE IDEA OF TALKING AND SHARING WITH ANOTHER CLASSROOM IN THE STATE AND THE EXCITEMENT OF THE STUDENTS –  
IT WAS A REALLY WORTHWHILE EXPERIENCE FOR MY STUDENTS. THEY ENJOYED HAVING THE EXPERIENCE, AND I DID AS WELL. -

What aspects of the DDN experience did you not enjoy? \*The only portion of the experience that one of the participants did not enjoy was one connection didn't respond immediately to the call on the day of the class. So, there was a delay.

I CAN'T THINK OF ANYTHING THAT DIDN'T GO WELL. IT WAS REALLY A NEAT EXPERIENCE –

\*IT TOOK AWHILE TO HOOKUP WITH THE OTHER SCHOOL –  
THERE WERE NONE –

NONE-

IT HAS A LOT OF HOOKUPS, BUT WITH FUTURE INSTRUCTION I COULD LEARN TO DO IT MYSELF

Why had you never held a class on the DDN before?

I WASN'T FAMILIAR WITH THE SYSTEM UNTIL MR. HOGLUND  
ENCOURAGED US TO GIVE IT A TRY. –  
THE OLD ADDAGE: I DIDN'T THINK I HAD TIME AND  
UNCERTAINTY OF THE WHOLE CONCEPT –  
DID NOT HAVE THE KNOW HOW –  
I WAS UNSURE ABOUT HOW TO WORK THE PROCESS –  
DIDN'T KNOW MUCH ABOUT IT, PLUS IT IS KIND OF NEW TO  
OUR SCHOOL. PLUS MANY OF US PROBABLY HAD  
OTHER THINGS TO DO FOR OUR CLASSES, BUT THE  
MORE WE USE IT THE BETTER OUR STUDENTS WILL  
BENEFIT FROM THE TECHNOLOGY

Three of the participants in the project thought that it would be more difficult to find a class to connect with in a distance learning setting than to prepare the content for a distance learning class.

Three of the participants said they felt comfortable teaching someone else how to set-up and host a distance learning class.

All five of the participants said they would host distance-learning classes. Each of them said they plan to host distance learning classes more than once next year.

MAYBE 2 OR 3 –

ONE PER SEMESTER –

I PLAN TO DO IT ABOUT EVERY QUARTER AS A CRITIQUE FOR THE  
STUDENTS ART WORK –

ONE PER SEMESTER –

I'D LIKE TO SET UP A FEW (THREE OR FOUR) CLASSES NEXT YEAR

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