

As you see, Dirk has already posted a great scenario/kick-off for this week: "What do you **design and deliver** in a short in-service for the staff in your division? Importantly, what would you emphasize in terms of ID knowledge and skills that would be critical to solid DE design?"

Along with this main idea for the week, there are a few other ideas that stood out to me in reading this week that I would love to weave into our discussion.

The first is Bates' 12 "golden rules" for the use of technology in education on p. 172 in the textbook.

- *Good teaching matters*
- *Each medium has its own aesthetic*
- *Education technologies are flexible*
- *There is no "super-technology"*
- *Make all four media available to teachers and learners (Print, audio, TV and computers)*
- *Balance variety with economy*
- *Interaction is essential*
- *Student numbers are critical*
- *New technologies are not necessarily better than old ones*
- *Teachers need training to use technology effectively*
- *Teamwork is essential*
- *Technology is not the issue*

Do we agree that all 12 of these are "golden rules" or are some of them not necessary? Which of these would you emphasize in your in-service to staff in your division? We had already discussed number 7 at great length so I was surprised to see its inclusion on this list.

A second item is on p. 173 from Hirumi in 2005 (in Simonson et al, 2012), "The team-based approach to distance education development is generally regarded as more likely to result in high-quality materials, experiences, and, hence, more satisfactory teaching and learning experiences". I would love to hear the thoughts from those of you who deliver DE. Do you have an opportunity to use a team-based approach? If not, what might we change in our structure to allow for a team-based approach? Do you agree that a team-based approach would be more beneficial?

A third point deals with a learner analysis. Page 156 suggests four questions that should be asked of students **prior to the development** of distance learning environment. Obviously, this information would be great to have, but how can we go about asking

these questions? How can we receive this information far enough in advance for it to be used in the development of the course? Based on week 3's discussion, there seemed to be cases where DE teachers didn't even know about significant student issues until weeks into the course, let alone prior to the development.

Thank you for your consideration of these questions. Have a great week of discussion!

-Ryan