Programs Added to
NETCHE Instructional Video Library

Fifty six new videos have been added to the NETCHE Instructional Video Library. The NETCHE web site has the most current catalog and features descriptions of all the instructional video and multimedia programs. All programs can be ordered online at http://netche.unl.edu.

PHYSICS OF LIGHT
A NETCHE Production
Three ten-minute programs, 2000
Physics, Science

This video series introduces the properties of light and shows how light impacts our daily lives. This program allows people with little or no background in science or math to understand a sometimes-complex topic.

Reflection of Light
This program introduces the Law of Reflection and illustrates how light acts when it strikes flat and curved surfaces. This program illustrates the angle of reflection and the angle of incidence.

Refraction of Light
This program introduces the Law of Refraction and the properties of light as it passes through various materials. Angle of refraction and angle of incidence, refracted ray and incident ray are demonstrated.

Color of Light
This program shows how a filter works and how light affects our ability to see the many colors that surround us. It explains primary and secondary colors, color addition and subtraction, and reflection of colors off various colored objects.

An interactive CD-ROM based on the concepts in the Physics of Light video program is under development. The CD-ROM includes lesson plans, simulations and excerpts from the video program. Tim Gray, University of Nebraska-Lincoln, is serving as the content consultant for the CD-ROM.

NETCHE Program Wins NETA Award

The NETCHE production Coming Out in Rural Nebraska received a first place award for Instructional Television Programming at the National Educational Telecommunications Association (NETA) annual conference in January. The program documents four homosexuals in rural Nebraska sharing their experiences of growing up and coming out to family and friends. While there are many similarities in their stories – feelings of isolation and fear of rejection – there are also differences in their coming-out experiences. Diane Kholos Wysocki, University of Nebraska at Kearney, proposed the program to NETCHE and served as content consultant.

The program is available through the NETCHE Instructional Video Library. The program’s Web site is http://net.unl.edu/newsFeat/comingout.html.
Video can add excitement to your instructional multimedia production. In combination with other media, it can improve learning significantly. You can use video to:

- Demonstrate procedures, changes and processes
- Teach attitudes and values
- Develop concrete understanding of abstract concepts
- Classify and compare information

You can fully exploit the strengths of video by preparing students with information about what they will learn and what they should focus on before you show the video.

loss among the young is digital sound systems capable of extreme amplification. Other common causes include musical instruments, indoor sports stadiums, children’s toys and movie theaters, which can produce sound at decibel levels loud enough to damage hearing.

The Deafening Sound Web site contains additional information and resources related to the program. (http://net.unl.edu/artsFeat/deafening_sound/ds_splash.html)

DISTANCE LEARNING TODAY
Four 30-minute programs, 1996

Education—Distance, Technology
This series provides an introduction to the principles of teaching and learning at a distance. Real world examples of educators at colleges and universities are woven throughout the program to help explain material.

An Introduction to Distance Learning
Participants explore changes taking place in the global community that are affecting the educational system. The program introduces a “flex-time, flex-place” concept that helps break down traditional time and distance barriers. The program also explores issues associated with delivering education at a distance.

Methods and Mediums
This program introduces delivery methods and media associated with distance learning. Emphasis is placed on matching learner needs with the delivery method.

Interactive Learning Environments
This program covers new roles for teachers and students in the distance learning environment, and shares examples of interactive communication.

Telecourse Techniques
This program features teaching strategies using one- and two-way interactive video and audio technology.

DISTANCE LEARNING TODAY: LEGAL ISSUES
Four 30-minute programs, 1997

Education—Distance, Law
Distance learning opens the door to a new set of legal issues for educators, trainers and students. This series addresses some common questions and concerns such as intellectual property, copyright, fair use, assignments and licenses. Real world examples from business and education woven into the programs help explain the material.

Introduction to Legal Issues
This program provides an overview of the issues and questions many educators have about copyright law. Topics include: What is copyright? Why should I care about copyright? What is covered and not covered by copyright? How long does a copyright last?

Protecting Intellectual Property
This program examines copyright issues. Topics include selling, sharing or giving away copyrights, international copyright law and intellectual property.

Technology and How It Affects Intellectual Property
Materials used in the classroom may face legal restrictions when used for distance education. This program discusses legal issues associated with distance learning technology. Topics covered include “Fair Use” guidelines.

Working With Copyright
How do I get a copyright for my own work? How can I use a copyrighted work? How do I get an assignment or license? These questions are addressed in this program. Other topics include using stock footage, music and photos.

INQUIRY-BASED LEARNING
One 60-minute and seven 30-minute programs, 1998

Education—Curriculum, Education—Psychology
Inquiry-based learning teaches students how to learn. It increases student comprehension of course content, and it is easily adaptable to different learning styles. It does require a greater time commitment than traditional teaching methods.

Introduction to Student-Centered Instruction
This program explains the strengths and weaknesses of inquiry-based learning, a student-centered instructional method that incorporates cross-discipline study, critical thinking skills and structured research with students’ learning styles to produce a student-generated model of a given concept, process or knowledge base.

Achieving Learning Outcomes
This program guides educators through delivery methods that increase student interest in course material and promote students’ self-esteem. Educators and students explain which methods work best in the classroom and how those methods improve content retention, increase workplace skills and encourage life-long learning.

Tools for Successful Learning
This program illustrates how instructors incorporate media into lesson plans, how they teach students to use media and how they build media resources for Continued on page 4
optimum student use. After participating in this program, the viewer will understand how different media (i.e., online libraries, e-mail, audiovisual resources) can be used to enhance inquiry-based learning.

Addressing Learner Differences
This program studies how learning theories (e.g., Myers/Briggs type indicator) can help instructors understand learning styles and develop teaching methods to address those styles. Experts discuss several theories and then select one or two as the main model. Emphasis is placed on understanding preferred learning styles and on how instructors often teach according to their own learning styles.

Assessment Strategies
This program explores how and what instructors assess when they apply inquiry-based learning techniques in the classroom. Topics include planning, incorporation and measurement of assessment. Emphasis is placed on the multiplicity of the assessment, grading, monitoring of student progress, teacher intervention and unique student solutions.

Application Methodologies—Modes of Inquiry
This program addresses methods that may be applied to an inquiry-based learning approach to education.

Application Methodologies—Digital Portfolio
This program reviews the digital portfolio of mediums and methods that faculty might use in their inquiry-based learning approach to education.

Intercultural Communication
30 minutes, 1997
Communications, Sociology
This program explores the diversity of communication patterns between cultures and offers suggestions for building bridges of understanding. This program describes how intercultural communication offers us the opportunity to interact with different people, enriching our experiences. Among other things, your students will learn the differences in verbal and nonverbal codes between cultures, and some of the barriers that commonly disrupt effective intercultural communication.

MANAGEMENT:
LISTENING FOR UNDERSTANDING & WORK REDESIGN
Two 30-minute programs, 1981
Communications, Business
This two-part series is recommended for use in college departments of business, management, psychology and communication. It will also be an effective part of management training programs, human resource development programs and personnel training programs.

Listening for Understanding
The tendency to interpret messages from our own point of view can lead to listening without understanding. This program dramatizes the importance of effective communication, a vital skill for managers. In a brief dramatic sketch, a communication misunderstanding takes place with serious results. After the sketch, Carl Rogers points out how the misunderstanding happened — and how it could have been avoided. The scene is reenacted, and a manager who knows how to listen handles the communication effectively. This program is an excellent introduction to the idea of “active” emphatic listening. It’s well-suited to follow-up discussion and further study. Although set in a business environment, the message in this film applies to any setting where accurate listening skills are needed.

Work Redesign
“ A different way of thinking about people and the work they do.” This program introduces the recent and highly respected Hackman/Oldham model of work redesign. J. Richard Hackman of Yale University defines the conditions necessary for “self-motivating” work. This documentary examines three locations – a manufacturer of grain dryers in Iowa, a microprocessor firm in Utah and Citibank in New York City. Workers and managers at all three sites share candid opinions about this new approach to work. On-location footage, along with commentary by Hackman, helps viewers understand the concept of self-managing employee teams and other ways of organizing work. The video can be used to stimulate discussion of the Hackman/Oldham model.
NO MORE SHAME: UNDERSTANDING ADDICTION, DEPRESSION AND SCHIZOPHRENIA
Three 25-minute programs, 1995

*Health and Human Performance, Psychology*

These programs examine research about the physiological, psychological, sociological and cultural aspects of these disorders and their treatments. Each program highlights real people with these illnesses and their treatments and features leading experts in each field. The programs explain what we do and do not know about each of these conditions, and destigmatize the disorders by presenting them in the context of the same research process that is applied to all medical disorders.

**Understanding Addiction**
There are more than 23 million Americans addicted to alcohol or other drugs, with devastating consequences not only for the addicts and their families, but also for the entire nation. This program explains the most recent research into addiction, what puts people at risk of addiction, and the best treatment options. The program profiles an individual who was an alcoholic and completed recovery.

**Understanding Depression**
Depression affects more than 4 percent of the population of the United States – more than ten million people – annually. It is a condition that will affect one in five Americans over the course of their lifetime. Depression can be devastating, not only for the affected, but also for family and friends. This program focuses on current research into depression, explaining the medications and psychosocial therapies that can help to eliminate the symptoms of the disease. The program profiles a woman with clinical depression and examines how the disease has affected her and her family.

**Understanding Schizophrenia**
Schizophrenia is the most severe mental illness, and it is more common than cystic fibrosis, diabetes, or Alzheimer’s disease. This program explains recent research on the disease, speaking with leading medical researchers to explore what we do and don’t know about schizophrenia. The program profiles an individual with schizophrenia and explains how the disease has affected him and his family and how they are coping with it.

Substance Abuse in the Elderly
30 minutes, 2000

*Health and Human Performance, Psychology*

Faced with complex regimens of medication and diminished tolerances for alcohol, many elderly Americans run the risk of falling into the trap of substance abuse. In this program, senior citizens discuss how they deal with these challenges, while Dr. James Campbell, director of the geriatric center at MetroHealth Medical Center in Cleveland, Ohio, and Carol Colleran Egan, director of older adult services for Hanley-Hazelden Center in West Palm Beach, Florida, present some innovative programs created especially for elderly people.

**THE EXAMINED LIFE**
26 30-minute programs, 1998

*Philosophy, Ethics*

Offering an in-depth analysis of the wisdom of the Western world, this series studies the “great questions” that have intrigued philosophers from antiquity to the present. Using writings of past philosophers and interviews with more than 50 contemporary thinkers, the series explores such questions as: What is art?; Does God exist?; What is the meaning of life?; and Does the end justify the means?

**Does Knowledge Depend on Experience?**
This program focuses on the 17th and 18th Century empiricism of John Locke, George Berkeley and David Hume, and the 20th Century empiricism and naturalism of W.V.O. Quine, who is interviewed.

**Does the Mind Shape the World?**
This program examines Immanuel Kant’s position that we interpret the world through a priori constructs of the mind, as well as later philosophers’ views of how these constructs may vary among languages and cultures.

**How Does Science Add to Knowledge?**
This program highlights the classic Baconian inductivist view that grew out of the Scientific Revolution and challenges to that view posed by Karl Popper and Thomas Kuhn. The video includes consideration of Kuhn’s views about the role that paradigm theories play in scientific revolutions.

**Does Science Give Us Truth?**
This program looks at correspondence, coherence and pragmatist theories of truth, and discusses how conflicts have carried over into realist vs. antirealist views of science, including the Einstein-Bohr debate about quantum mechanics.

**Is Morality Relative?**
This program discusses whether all morality is culturally determined or whether some moral values are valid for all cultures. Harman, Wong and Rachels explore the claims of relativism. The issue of child labor is explored from a relativist point of view.

**Does the End Justify the Means?**
This program looks at utilitarianism against the backdrop of a construction project with environmental importance and asks what is intrinsically valuable.

**Can Rules Define Morality?**
This program addresses formalist theories of ethics, particularly that of Immanuel Kant, and explores the implications of his views in relation to ethical issues.

*Continued on page 6*
Is Ethics Based on Virtue?
This program explores the views of Aristotle and others on virtue and the good life. Contemporary virtue ethics with its focus on emotions, personal relationships, character and long-term values are also examined.

Moral Dilemmas ... Can Ethics Help?
This program considers the relevance of utilitarian, Kantian and virtue ethics to the situation of a family with a severely impaired newborn.

What Justifies the State?
This program asks whether the state is merely an artificial arrangement we construct to make life better as social contact theorists claim, or whether it’s a natural organism through which people achieve their potential.

What is Justice?
This program explores questions about distributive justice from both a national and global perspective. It also examines the views of Aristotle, Marx, Rawls and Nozick.

What is Art?
This program looks at several views on the nature of art and asks how they have been affected by changes in artistic styles and techniques. Danto, Duchamp, Lyotard and others are interviewed on the significance of contemporary conceptual art.

What is the Meaning of Life?
This program evaluates how the meaning and purpose of life have been viewed in light of religion, culture and history, as well as from an individual existential perspective. It features the views of Hegel and Kierkegaard.

What is Philosophy?
This program combines two classic models — Plato’s Parable of the Cave and the character of Socrates — with contemporary commentary on philosophy.

What is Human Nature?
This program contrasts traditional Greek and Judeo-Christian views of human nature with post-Darwinian and existential views.

Is Mind Distinct from Body?
This program examines how Descartes’ dualistic view has been subject to waves of attacks from materialism, including present exponents of artificial intelligence and neuroscience. The program features commentary by John Searle, Daniel Dennett, Paul Churchland and other philosophers.

Is There an Enduring Self?
This program weaves the reflections of an expectant mother with inquiries from philosophers from Socrates to the present, asking whether a person has an enduring self.

Are We Social Beings?
This program looks at the relationship between personality and sociocultural context. It also contrasts atomistic and societal views of the self, represented by Descartes and Hege, and uses the example of the endangered culture of Laplanders in Sweden. Contemporary philosophers include Charles Taylor.

What is Real?
This program explores the conflict between Thomas Hobbes’ materialism and George Berkeley’s idealism, and the 20th Century conflict between realists and antirealists. Philosophers examined include John Searle, Hilary Putnam, and Richard Porty.

How Do We Encounter the World?
This program examines the views of Husserl, Heidegger and others who say reality is a phenomenon of consciousness.

Do We Have Free Will?
This program questions whether our lives are predetermined or if we freely choose among alternatives. Ancient philosophers believed us to be free moral beings, but how do we define our options in a world governed by the laws of physics?

Is Time Real?
This program questions whether time is something measured only by clocks and calendars, or something that exists as an entity in its own right. The program explores theories of time presented by Aristotle, Augustine and Kant, and contrasts Newton’s theories of time with Einstein’s theory of relativity.

Does God Exist?
This program examines how philosophers have probed the universe for evidence of God’s existence. How did the world begin? Is there a reason for its order and design? And can we reconcile the existence of God with the existence of evil?

Can We Know God Through Experience?
This program considers whether certain mystical experiences are indications of the existence of a divine being. What kind of evidence is necessary for religious belief?

Is Reason the Source of Knowledge?
This program presents the rationalism of Descartes and Leibnitz, the roots of rationalism in Plato and geometry, and the continuing debate over whether the mind alone can generate knowledge.

Tom Peters: Radically Reengineering Business
59 minutes, 1993
Business, Management
For Tom Peters, “change” is too tame of a word to describe his vision of what businesses should do to remain competitive in an age when uncertainty is the only certainty. In this dynamic seminar, the world-renowned consultant builds a strong case for implementing radically innovative management approaches to renew today’s business environment. Case studies include four global businesses: ABB Asea Brown Boveri, which slashed staff to get closer to its customers; Oticon, which pioneered “spaghetti organization”; Imagination, which operates under the principle that nothing is impossible; and The Lane Group, which does business using open-book accounting. Peters also presents his “Tips to Building a Curious Corporation.” Original BBC broadcast title: Crazy Ways for Crazy Days.
This three-day workshop will introduce resources and tools to get started in designing Web-based instruction. Participants will learn how to begin developing a syllabus or course module for delivery on the Web. The workshop will begin mid-morning March 12 and conclude the afternoon of March 14.

Who Should Attend
- Faculty/staff considering developing a syllabus or course on the Web
- Faculty/staff planning to develop an online course

What You Will Learn
- Questions that must be answered before you start design and development
- How hyper text mark-up language (HTML) works
- Concepts of Web design
- How Web editing software works
- How to manipulate photo images for the Web
- Introduction to Web courseware
- Intellectual property and copyright law

I attended the Designing Online Instruction workshop and learned about how to set up a Web page and all the components of Web page creation.

Tom King
Doane College

Registration Information
The registration fee is $125 per participant. The fee includes instruction, handouts and refreshments. Participants are responsible for their own lodging and meals.

Enrollment is limited to 16 participants. Registrations will be processed on a first received, first served basis. Mail or fax your completed registration form to Barbara Rietsch. Phone reservations will not be accepted. Refunds will not be made for registrations cancelled after February 23 for the March 12-14 workshop or after June 22 for the July 9-11 workshop.

If a workshop is not full by February 23 or June 22, NETCHE reserves the right to cancel the workshop. Participants will be notified and the registration fee refunded fully.

For further information, contact Barbara Rietsch by phone at 402.472.9333, ext. 269, by e-mail at netche@unl.edu or by fax at 402.472.1785.

I especially enjoyed the online workshop because it provided everyone the opportunity to learn at their level of expertise.

Otis Anderson
Chadron State College

July 9-11, 2001
New Media Center
University of Nebraska-Lincoln

This three-day workshop will take you beyond the basic design principles for Web-based instruction. Participants will learn how to incorporate interactive tools into a syllabus or course module for delivery on the Web. The workshop will begin mid-morning July 9 and conclude the afternoon of July 11.

Who Should Attend
- Faculty/staff who have attended the NETCHE Designing Online Instruction workshop
- Faculty/staff who have created a basic syllabus or course module for the Web

What You Will Learn
- How to incorporate audio, video and animation
- How to create interactive activities
- How to increase student participation
- Student tracking and testing

I attended the Designing Online Instruction workshop and learned about how to set up a Web page and all the components of Web page creation.

Tom King
Doane College

NETCHE Members/ Videotape Coordinators

All NETCHE video and multimedia programs are sent to the appropriate campus videotape coordinator. Programs need to be returned to the videotape coordinator immediately after use to ensure quick delivery back to NETCHE. All programs can be ordered on the Web at http://netche.unl.edu.

Central Community College, Grand Island Campus, Clark Keffer
Central Community College, Hastings Campus, Kelly Christensen
Central Community College, Columbus Campus, Jeanie Werner
Chadron State College, Danelle Ditsch
Clarkson College, Larry Vinson
Doane College, Crete Campus, Jonathan Ash
Doane College, Lincoln Campus, Maria Crosley
Hasings College, Dee Yost
Metropolitan Community College, Pam Neseth
Mid-Plains Community College, Vocational Technical Campus, Bill Eakins
Mid-Plains Community College, McDonald-Belton Campus, Keith Saathoff
Mid-Plains Community College, McCook Campus, Sonja Lunt
Northeast Community College, LaRae Worden
Peru State College, Connie Moody
Southeast Community College, Beatrice Campus, Cathy Barringer
Southeast Community College, Milford Campus, Gloria Whitney
Southeast Community College, Lincoln Campus, Patti Wagner
University of Nebraska-Kearney, Judith Holoubeck
University of Nebraska-Lincoln, Margaret Denning
University of Nebraska-Omaha, Molly Fainchild
Wayne State College, Lois Nuernberger
Western Nebraska Community College, Deb Kildow

NETCHE ASSOCIATE MEMBER
Morningside College, Sioux City, Iowa, Janet Jacobson
‘Videos Help Me Understand’

Videos Help Undergrads Learn

By Marcela Raffaelli,
University of Nebraska-Lincoln

Brain activity associated with second language learning, dealing with racism and discrimination, and coming to terms with a terminal illness — these are some of the topics I teach, and in each case, student learning is enhanced through the use of videos. Videos can bring factual information to life, illustrate complex concepts and expose students to novel situations, people and ideas. Student comments on course evaluations reflect their recognition of how videos complement information presented in the text and lectures:

- “I liked the videos – they emphasized the information.”
- “Movies provide a better example of subject matter.”
- “I enjoyed the videos. They helped to understand everything.”

Similar comments each semester reinforce the value of integrating video materials into classroom instruction. Most departments at the University of Nebraska-Lincoln (UNL) have video collections; however, few can duplicate the richness of materials available through NETCHE.

As I plan each semester, I scan the NETCHE and UNL video services catalogues, consult my notes on videos I have previewed, and make a list of videos appropriate for specific classes. With the web-based system, I can order NETCHE videos at the start of the semester and then forget about them until they arrive through campus mail a few days before the specified class. Now that’s convenience!