Share Your Teaching Experience

Have you used video or multimedia in your teaching experience? Would you like to share your experience with other faculty at NETCHE member institutions?

Molly Stedman, special education and communication disorders instructor and Ph.D. student at the University of Nebraska-Lincoln (UNL), uses video to assess students in American Sign Language (page 8).

Please submit your ideas to Carl Mesecher, NETCHE, PO Box 83111, Lincoln, NE 68501-3111, or e-mail at cmesecher2@unl.edu.

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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 of 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

October 22-24, 2001
New Media Center
University of Nebraska-Lincoln

This three-day workshop will introduce resources and tools needed 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 of October 22 and conclude the afternoon of October 24.

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 hypertext 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

Registration information for both workshops is on page 6.0

If you’re looking to get started in either Web design or online instruction - this is the workshop for you! The instructors are knowledgeable and the activities are both beneficial and fun! The three days flew by largely due to the well-organized sessions and good information.

Becky Pasco
University of Nebraska-Omaha
Thirteen new videos have been added to the NETCHE Instructional Video Library. NETCHE member institutions are allowed to duplicate any NETCHE-produced video or multimedia program. Copyright law prohibits duplication of any video or multimedia program that is not produced by NETCHE. Most programs checked out through NETCHE can be played on a campus closed circuit system.

The NETCHE Web site has the most current catalog and includes descriptions of all the instructional video and multimedia programs. All programs can be ordered online at http://netche.unl.edu.

ADVANCE DIRECTIVE
Two programs, 1996
Health and Human Performance, Gerontology
By Linda A. O'Brien, RN, MA, with the participation of Joanne Lynn, MD, MA, director of the Center to Improve Care of the Dying. Talking with patients about the dying process and the use of life-sustaining technology can be emotionally challenging for all concerned. This unique and invaluable resource gives healthcare professionals the tools they need to help their patients plan for their healthcare needs.

Assisting Patients with End-of-Life Decisions
39 minutes
This video for healthcare professionals introduces and clarifies issues that affect end-of-life decisions. It provides models that professionals can follow when discussing advance care with patients in clinical settings.

Making Informed End-of-Life Decisions
17 minutes
Through actual filmed discussions with their caregivers, this program raises key issues patients must consider, while scenes filmed in the hospital demonstrate what cardiopulmonary resuscitation, tube feedings, intensive care units and other forms of technological intervention are really like.

Desert Soils: Unlocking the Past, Understanding the Future
30 minutes
Earth Science, Ecology
The Desert Project, a breakthrough scientific study in southern New Mexico, added invaluable information to the existing knowledge of arid lands. “Desert Soils” looks at today’s understanding of deserts, including how soils are studied, desertification, and the role of desert regions in global warming. A follow-up to “Evolution of the Rio Grande,” this video is ideal for high school and college students, but anyone living in a desert region will enjoy it.

Killing Us Softly 3
30 minutes, 1999
Advertising, Gender Issues
Jean Kilbourne’s pioneering work helped develop and popularize the study of gender representation in advertising. Her award-winning films “Killing Us Softly” (1979) and “Still Killing Us Softly” (1987) have influenced millions of college and high school students across two generations and on an international scale. In this important new video, Kilbourne reviews if and how the image of women in advertising has changed over the last 20 years. With wit and warmth, Kilbourne uses more than 160 ads and commercials to critique advertising’s image of women. By fostering creative and productive dialogue, she invites viewers to look at familiar images in a new way that moves and empowers them to take action.

Mickey Mouse Monopoly:
Disney, Childhood & Corporate Power
40 minutes, 2000
Gender Issues, Multicultural
The Walt Disney Company’s animated films are almost universally lauded as wholesome family entertainment, enjoying massive
popularity among children and endorsement from parents and teachers. “Mickey Mouse Monopoly” takes a close and critical look at the world these films create (in terms of the stories told about race, gender and class) and reaches disturbing conclusions about the values propagated under the guise of innocence and fun. Including interviews with cultural critics, media scholars, child psychologists, kindergarten teachers, multicultural educators, college students and children, “Mickey Mouse Monopoly” will provoke audiences to confront comfortable assumptions about an American institution that is virtually synonymous with childhood pleasure.

ON OUR OWN TERMS
Four 87-minute programs, 2000
Health and Human Performance, Gerontology

In this acclaimed four-part series, veteran PBS journalist Bill Moyers reports on the growing movement in America to improve care for people who are dying. Using interviews and research from across the country, each program describes the intimate experiences of patients, families, and caregivers as they struggle to infuse life’s ultimate rite of passage with compassion and comfort.

Living with Dying
Death, which sooner or later comes to all, is treated as a strangely taboo subject in America. In this program, Moyers describes the search for new ways of thinking – and talking – about dying. Foregoing the usual reluctance that most Americans show toward speaking about death, patients and medical professionals come forward to examine the end of life with honesty, courage and even humor, demonstrating that dying can be an incredibly rich experience for both the terminally ill and their loved ones.

Different Kind of Care
At the end of life, what many Americans want is physical and spiritual comfort in a home setting. In this program, Moyers presents the important strides being made in the area of palliative care at pioneering institutions such as New York’s Mt. Sinai Hospital and Memorial Sloan-Kettering Cancer Center. These advances are bringing peace to those who fear that they will be a burden to loved ones, will suffer needlessly or will be abandoned in their hour of greatest need.

A Death of One’s Own
More and more Americans are looking for opportunities to exert some measure of control over where and how they die. In this program, Moyers unravels the complexities underlying the many choices at the end of life, including the bitter debate over physician-assisted suicide. Three patients, their families and their doctors discuss some of the hardest decisions, including how to pay for care, what constitutes humane treatment and how to balance dying and dignity. In the end, do these patients die the way they wanted? Yes…and no.

A Time to Change
Whether they want to or not, four out of five Americans will likely die in hospitals or nursing homes, and the care they get will depend on both who is providing it and who is footing the bill. In this program, Moyers introduces crusading medical professionals – including members of the Balm of Gilead Project in Birmingham, Alabama – who have dedicated themselves to improving end-of-life care by changing America’s overburdened health system.

PERSPECTIVE
Werner Fornos on Gaining People, Losing Ground: The Consequences of Overpopulation
30 minutes, 2000
Political Science, Anthropology

Werner Fornos is one of the world’s foremost authorities on population issues. As the president of the Population Institute in Washington, D.C., Mr. Fornos speaks about overpopulation, deforestation and poverty around the world and uses specific examples to compare them to life in Nebraska and the rest of the United States. Fornos talks about what the consequences are of the world’s booming population, from monetary drain to new and incurable diseases to environmental pressures. He also suggests ways that countries can begin to alleviate these problems.

Continued on page 4
REVIVING OPHELIA
35 minutes, 1999
Advertising, Gender Issues

In this exclusive, illustrated interview, Mary Pipher, Ph.D., dis-
cusses the challenges facing today’s teenagers, especially girls, as well
as the role of media and popular culture in shaping their identities. She
offers concrete ideas for girls and boys, families, teachers, and schools
to help girls free themselves from the toxic influences of today’s media-
saturated culture.

SKIN DEEP
53 minutes, 1995
Multicultural, Sociology

Skin Deep chronicles the eye-opening journey of a diverse and
divided group of college students as they awkwardly but honestly
confront each other’s racial prejudices. Issues of self-segregation
on campus, feelings of hurt and discrimination, conflicts over affirmative
action, and, ultimately, students’ personal responsibility for making
a difference all enter the interra-
cial dialogue. The students
eventually learn to hear each
other, arrive at new levels of trust
and understanding, and take their
first tentative steps towards
building community.

TOUGH GUISE
57 minutes, 1999
Advertising, Gender Issues

The first program to look
systematically at the relationship
between the images of popular
culture and the social construc-
tion of masculine identities in the
U.S. in the late 20th century.
Jackson Katz argues that there is
a crisis in masculinity and that
some of the guises offered to men
as a solution (rugged individual-
ism, violence) come loaded with
attendant dangers to women, as
well as other men. Extensively
illustrated with examples from
popular culture, ranging from
Howard Stern to Stone Cold Steve
Austin, from Garth Brooks to hip
hop styles, “Tough Guise” will
enlighten and provoke students
(both men and women) to
evaluate their own participation in
the culture of contemporary
masculinity.

NETCHE TAPE 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.

NETCHE Members

Central Community College, Grand Island Campus, Clark Keffor
Central Community College, Hastings Campus, Kelly Christensen
Central Community College, Columbus Campus, Jeannie Werner
Chadron State College, Danelle Ditsch
Clarkson College, Larry Vinson
Doane College, Crete Campus, Jonathan Ash
Doane College, Lincoln Campus, Maria Crosley
Hastings College, Dee Yost
Metropolitan Community College, Pam Neseth
Mid-Plains Community College Area, Vocational Technical Campus, Bill Ekins
Mid-Plains Community College Area, McDonald-Belton Campus, Keith Saathoff
Mid-Plains Community College Area, 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 Fairchild
Wayne State College, Lois Nuernberger
Western Nebraska Community College, Deb Kildow

NETCHE Associate Member

Morningside College, Sioux City, Iowa, Janet Jacobson
A look at the saga of Latinos in Nebraska is the focus of “La Vida: A Journey of Latinos Throughout Nebraska,” a new NETCHE documentary currently in production. Marti Ramirez, University of Nebraska-Lincoln, is serving as the content consultant for the video program.

“La Vida: A Journey of Latinos Throughout Nebraska” will use personal interviews and oral histories to describe the lives of Latinos across Nebraska. Photographs, maps and paintings from the Nebraska State Historical Society, and from other museums and archives, will show the details of Latino life through the centuries. Both traditional music and contemporary compositions will give viewers a taste of the changing lifestyles of this Nebraska subculture.

In addition to these resources, program producer Jayne Sebby is searching for images and mementos of Latino life in Nebraska during the 20th century that could be used in the program. Individuals who feel they may have material that could be used in the production should contact Sebby at: Nebraska Educational Telecommunications, Attention Jayne Sebby, P.O. Box 83111, Lincoln, NE 68501-3111. She can be contacted by phone at 402-472-9333, ext. 319, or via email (jsebby1@unl.edu).

Unknown to many Nebraskans, the Latino presence in the central Great Plains extends back to the mid 1500s when the Spanish conquistador Coronado led a small army to central Kansas, and possibly southern Nebraska, in search of the kingdom of Quivera, rumored to be fabulously wealthy.

Coronado didn’t find gold, but he opened the way for an equally lucrative trade. For the next two centuries, Spanish traders competed with French and British traders across Nebraska and the plains for the rich business in fur and goods as their governments aligned Indian tribes to their side with money, weapons and horses.

The first Spanish-backed European settlement in Nebraska was established next to the Missouri River near the mouth of the Platte in 1795. The shifting of power in Europe and the rise in Napoleon resulted in the sale of the Louisiana Territory, including Nebraska, to the fledgling United States eight years later. The impact of Latinos faded as U.S. citizens moved west across the Mississippi and Missouri rivers and began to plow the fertile prairie soil for farms and ranches.

The Latino influence would not be felt again until around World War I when two stimuli combined to bring Mexicans north into the Great Plains — the chaos following the Mexican Revolution and the Midwest’s need for cheap labor.

Today, the Latino population in Nebraska is more than 75,000.
The registration fee for each workshop is $125 per participant. The fee includes instruction, handouts and refreshments. Participants are responsible for their own lodging and meals.

Enrollment for each workshop 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 reservations cancelled after June 22 for the July 9-11 workshop or after October 5 for the October 22-24 workshop.

If a workshop is not full by June 22 or October 5, NETCHEN 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.
A Summary of Distance Education Learners

The Office of Extended Education and Outreach at the University of Nebraska-Lincoln (UNL) conducted a survey of distance learners in the Fall of 2000. The purpose of the study was to determine the overall perception held by current and past distance learners participating in UNL’s distance education programs. A PDF version of the summary can be downloaded at http://dcs.unl.edu/extended/office/index.php.

Factors that influence distance learners when selecting distance education as an educational option

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<th>%</th>
<th>Factor</th>
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</thead>
<tbody>
<tr>
<td>67%</td>
<td>Work Schedule</td>
</tr>
<tr>
<td>59%</td>
<td>Convenience</td>
</tr>
<tr>
<td>52%</td>
<td>Course Offerings</td>
</tr>
<tr>
<td>43%</td>
<td>Family Schedule</td>
</tr>
</tbody>
</table>

Feedback and Interaction

<table>
<thead>
<tr>
<th>%</th>
<th>Feedback and Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>Ranked feedback from instructor being good to very good</td>
</tr>
<tr>
<td>65%</td>
<td>Ranked interaction with instructors as good to very good</td>
</tr>
<tr>
<td>53%</td>
<td>Ranked interaction with other students as good to very good</td>
</tr>
<tr>
<td>36%</td>
<td>Ranked interaction with other students as fair to poor</td>
</tr>
</tbody>
</table>

(Please note that respondents could select more than one answer for these questions.)

Video and Multimedia Acquisition Requests due October 5

NETCHE is soliciting recommendations for video and multimedia programs to be included in the NETCHE Instructional Video Library. If you are interested in using video or multimedia programs for your classes and they are not available through your campus video library or the NETCHE Instructional Video Library, submit a video/multimedia acquisition request to NETCHE.

Requests are compiled and distributed on a ballot to the NETCHE ITV coordinators. The NETCHE ITV coordinators vote on the selections and the requests with the most votes are acquired and placed in the NETCHE Instructional Video Library. Not all requests will be acquired.

You can obtain acquisition request forms from your campus ITV coordinator (see back page) or from the NETCHE Web site at http://netche.unl.edu. Instructors may request series or individual programs.

For each program or series requested, include the title, the distributor’s program description, copyright date, price and the distributor’s name, address and phone number along with a copy of the catalog pages or a brochure with all the necessary program information. Incomplete forms will not be considered.

Requests are accepted throughout the year. The deadline for requests for 2002 acquisitions is October 5, 2001. New acquisitions will be posted in future editions of Connections. Send the form and additional information to Barbara Rietsch, NETCHE, PO Box 83111, Lincoln, NE 68501-3111.

YOUR KEY TO A BRIGHTER FUTURE

Nebraska Distance Learning Catalog

http://netdb.unl.edu/distance

"Frankly sir, we're tired of being on the cutting edge of technology."
Using Video to Assess Sign Language

By Molly R. Stedman,
University of Nebraska-Lincoln

Having used this technology, I was able to later watch the video for grading purposes. ASL is offered as a four-course class at UNL. Half of the class is reserved for Special Education and Communication Disorders students. The other half is available for students interested in completing their foreign language requirement. For more information on ASL, visit www.handspeak.com on the Web.

Molly Stedman, special education and communication disorders instructor and Ph.D. student at the University of Nebraska-Lincoln (UNL), uses video to assess students in American Sign Language.

As an instructor for the beginning American Sign Language (ASL) course at the University of Nebraska-Lincoln (UNL), one of challenges I face is how to conduct a fair and comprehensive final exam. The primary goal of the beginning ASL course is providing direct vocabulary and grammar instruction in ASL as well as ample opportunities for active comprehension practice and expressive practice.

The course is designed to enable students to communicate both receptively and expressively using ASL. So how do I administer and grade both receptive and expressive skills of 25-plus students in a two-hour final exam period? With the support of my department, Special Education and Communication Disorders, I contacted Margaret Denning, NETCHE ITV and Tape Coordinator at UNL. With the help of a UNL video technician using split screen technology, I was able to sit one-on-one with a student and have a three to five minute conversation in ASL. This tool allowed me to successfully administer both a receptive and expressive final exam.