Workshop Participants Testify to Value

“This workshop allows each participant to benefit even if they have little online teaching experience. Many resources were given with in-depth demonstrations of some.”

Kathy Samuelson,
Southeast Community College

“Loads of information to get me started with online instruction. All the information needed for me to go forward in offering a course online. Great workshop!”

Bob Walden,
University of Nebraska at Kearney

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February 2003

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NETCHE Presents

Applying the Seven Principles of Good Practice to Online Education and

Instructional Design for Integrating Technologies

March 12 & 13, 2003
Connell Hall (Room 129), Wayne State College

Session 1 - 9:30 a.m. to 3:30 p.m. – March 12, 2003
Applying the Seven Principles of Good Practice to Online Education

Participants will learn how to apply Chickering’s and Gamson’s seven principles of good teaching to online education. Everyone will have the opportunity to share ideas on how they use these principles in both face-to-face and online environments. Participants will also network with others to help develop online teaching strategies.

Session 2 - 9:30 a.m. to 3:30 p.m. – March 13, 2003
Instructional Design for Integrating Technologies

This hands-on workshop will allow participants to make individual plans for incorporating technology into their teaching and learning processes.

Participants should come prepared with a 3-4 week instructional unit including goals and objectives. Participants will rework each aspect of their instructional unit with elements that use technology to transform teaching and learning.

See REGISTRATION INFORMATION, Page 2

New Resources Added to NETCHE Web Site

The NETCHE Web site now includes links to instructional technology materials, products and services that are collected here to aid in teaching and learning. This is a free resource designed for faculty and staff at NETCHE member institutions. Links may be submitted by anyone who finds a great resource to share. Materials and links will be verified and approved before being added to NETCHE Resources.

“Instructor-sorted educational sites. What a great starting point for any search!”

- Mark White, Clarkson College
Applying the Seven Principles of Good Practice to Online Education

and

Instructional Design for Integrating Technologies

Registration Information

The registration fee for NETCHE members is $59 per participant for one session or $89 for both sessions. The registration fee for non-NETCHE members is $179 for one session or $269 for both sessions. Fees include instruction, handouts and refreshments. Participants are responsible for their own lodging and meals.

Enrollment for each session is limited to 22 participants. Registrations will be processed on a first received, first served basis. Mail or fax your completed registration form to Barbara Rietsch (see contact information below). Phone reservations will not be accepted. Refunds will not be made for reservations cancelled after February 28, 2003.

NETCHE reserves the right to cancel the workshop if there are not enough participants registered by February 28. Participants will be notified, and the registration fee refunded.

Registration forms can be obtained from the NETCHE Web site (http://netche.unl.edu), your campus ITV coordinator or Barbara Rietsch.

For further information, contact:

Barbara Rietsch, 
NETCHE 
PO Box 83111 
Lincoln, NE 68501 
phone: 402.472.9333, ext. 269 
e-mail: netche@unl.edu 
fax: 402.472.1785.

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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 Keffer
Central Community College, Hastings Campus, Ken Gompert
Central Community College, Columbus Campus, Jeannie Werner
Chadron State College, Trina Gutierrez
Clarkson College, Omaha, Larry Vinson
Concordia University Nebraska, Seward, Darin Jalas
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Midland Lutheran College, Fremont, Barbara Coker
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Mid-Plains Community College Area, McDonald-Belton Campus, Keith Saathoff
Mid-Plains Community College Area, McCook Campus, Dorothy Stevens
Northeast Community College, LaRae Worden
Peru State College, Connie Moody
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Southeast Community College, Milford Campus, Gloria Whitney
Southeast Community College, Lincoln Campus, Patti Wagner
University of Nebraska-Kearney, Dee Goedert
University of Nebraska-Omaha, Jason Gaines
Wayne State College, Lois Nuernberger
Western Nebraska Community College, Deb Kildow

NETCHE Associate Member

Morningside College, Sioux City, Iowa, Janet Jacobson
New Programs Added to NETCHE Instructional Video Library

Thirty-seven new videos have been added to the NETCHE Instructional Video Library. 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.

**Intellectual Property and Copyright Law for Online Instruction**

**One 2-hour program, 2002**  
*Education—Distance, Law*

This NETCHE-produced videoconference addresses copyright, intellectual property, the Digital Millennium Copyright Act, the TEACH Act, public domain and fair use guidelines, software patents and Internet concerns. Presenters include Turan Odabasi, a patent attorney and intellectual property specialist with the Office of General Counsel at the University of Nebraska and the University of Nebraska-Lincoln Office of Technology Transfer, and Bart Starr, an attorney at Shoek, Hardy & Bacon, in Kansas City.

**CITY LIFE**

**Twenty-two 27-minute programs, 2001**  
*Political Science, Business*

This twenty-two part series of 27-minute programs examines globalization’s effects on cities and their inhabitants.

In the summer of 2001, world leaders met in New York City to discuss the progress made since the United Nations Conference on Human Settlements five years earlier in Istanbul. The agreement reached in Turkey set out the specific goals of providing adequate shelter for all and achieving sustainable development of communities. The consensus in New York was that there has been a huge gap between policy formulation and implementation.

Globalization coupled with a lack of action by world leaders is causing an ever-widening gap in wealth, separating the rich from the impoverished. Poverty is increasing in cities dramatically. People from rural areas all over the world are moving to cities at an alarming rate because rural economies can no longer sustain them. The lure of opportunity and employment draws them to the cities, further exacerbating a global problem.

According to Anna Tibaijuka, new executive director of habitat at the United Nations (UN) Center for Human Settlements, globalization is making the 21st century the century of cities. “The challenge now,” she says, “is how to make cities better for a majority of the people.”

**City Life**

Marta Suplicy is the new mayor of Sao Paolo, Brazil — a breath of fresh air after years of municipal apathy and corruption. Her aim is to make Sao Paulo a sustainable 21st century global city. This program, the first from the CITY LIFE series, follows Marta as she visits schools, hospitals, favelas and a shelter for battered women, in her quest to turn the city around.

**The Long March**

China is already home to a fifth of the world’s population. To relieve the pressure on scarce farm land and fragile topsoil, the Chinese government is building four hundred new cities over the next 20 years, each housing more than half a million residents. New towns and settlements are springing up from nowhere. Other towns and cities are witnessing an explosion in their populations, stretching their capacity to deliver essential services to the breaking point. This film tells the story of one such town.

**The Health Protestors**

In 1978, the World Health Organization’s Alma Ata Conference promised to deliver basic healthcare for all the world’s population. Today, that promise remains unmet in too many countries and cities of the developing world where health is still the prerogative of wealthy elites — and the poor remain trapped in a vicious cycle of poverty and ill-health.

Frustrated by the failure of the international community to deliver on its promises, doctors, health professionals and civil rights activists from around the world convened in Dhaka in December 2000 at the People’s Health Assembly. Their mission was to draw up a charter of their own demands for health care, framed in the new People’s Health Charter.

**Together Against Violence**

Bennetlands is a ghetto community in the heart of Kingston, Jamaica — home to five thousand people. Half of them are under 25 and over two thousand are unemployed. Once, despite the poverty, Bennetlands was a peaceful place, with daily life revolving around its primary school, two churches and the S-Corner Clinic, which provided health care, support and education for high school dropouts.

Continued on Page 4
But in the 1980s war broke out in the region — with rival "corner gangs" fighting a vicious turf battle over Bennetlands’ one street, terrorizing the neighborhood and preventing children from going to school. Then one of the gang leaders, the "dons" in the local parlance, was shot outside the S-Corner Clinic, and the community decided that enough was enough.

Together Against Violence recreates the story of how the local leaders joined forces to challenge the local gangs to heal their differences and work together to restore a sense of community in one poor Jamaican neighborhood.

Paradise Domain

What's in a name? To a tiny nation in the South Pacific, plenty. The country is Tuvalu, and thanks to the Internet domain name registry, Tuvalu looked as if it might be about to hit pay dirt.

Tuvalu is a string of coral rocks in the South Pacific: nine low-lying islands that make up one of the world's smallest, most isolated countries. Largely unknown to tourists, Tuvalu and its 9,000 people suffer from underdevelopment and a lack of jobs. It is a country so poor that four out of five fishermen are lost every year because they can not afford compasses for their boats. Other than fishing, people get by harvesting coconuts — pretty much the only thing the soil will grow.

But Tuvalu had one valuable asset: its coveted domain name — dot .tv. In 1999, the prime minister determined to capitalize on this by selling the name to an American dot.com company — in exchange for several million dollars and access to the new wired-up world. But who's benefitting most? — the Tuvalu islanders themselves, used to a relaxed, Pacific way of life with few modern conveniences, or the US corporation?

Pavements of Gold

Urban poverty is one of the biggest challenges facing the world in the 21st century. In 1950, 300 million people were living in urban areas; by 2001 that figure had increased to 2.85 billion, or almost half the world's population. And the flow of rural migrants arriving in the world's mega cities shows no signs of slowing down.

With the backdrop of Lima, Peru, this program examines the enduring magnetism of big cities — and asks whether the migrants who have moved here now feel that city life is the answer to their dreams.

Doing the Right Thing

Porto Alegre, capital of Brazil's southernmost state of Rio Grande do Sul, was once a run-of-the-mill, dirty, Brazilian port city. But an amazing transformation has taken place: unemployment has fallen, public transportation is now excellent and poor neighborhoods have improved dramatically.

These changes are thanks to a process of direct democracy known as the "Participatory Budget" scheme that's giving all Porto Alegre's citizens a say in how their city is run. The scheme devotes the bulk of the city's financial resources to renewing the infrastructure of the town's slum areas and improving living standards for its neediest residents. As a result, exceptional neighborhood leaders have sprung up. This program from the CITY LIFE series traces the experiences of two such women, both born in poor slum areas, who have risen to make a difference in the community.
My Mother Built This House

There are four million homeless people in South Africa. Nearly one million people in Cape Town live in slums or squatter settlements alone. Victoria Mxenge was the first of the housing projects founded by the South African Homeless People’s Federation in the 1990s in Khayalitsha, a huge sprawling township outside Cape Town. A small oasis in a seemingly infinite sea of neat houses, a creche, an office built from old, brightly painted shipping containers and a small shop selling basic essentials. Behind it, and beyond the railway line that carries commuters into the city, the endless shacks stretch out to the distant horizon — and the distinctive outlines of Table Mountain.

Over 70,000 very poor women belong to the Homeless People’s Federation, which was founded to transform the suffering of shack dwellers in South Africa and provide them with the opportunities and choices they had been denied under apartheid. This episode of CITY LIFE tells the story of three women shack dwellers.

The Barcelona Blueprint

Once the industrial heart of the region of Catalonia in Spain, Barcelona could have become just another burnt-out, rust-belt European city that failed to find a role in the modern, globalized world. But what set Barcelona apart from other European cities was a visionary local government that decided to radically redevelop the city in the run-up to the 1992 Olympics — a redevelopment that involved all of the city’s population.

Barcelona today is a model 21st century city, combining historic buildings with modern architecture in a fusion that has helped make it one of the most popular tourist destinations in Europe.

This program from the CITY LIFE series starts with a short tour of the city’s seafront with Barcelona’s chief architect Josep Acebillo and UK architect and urban planner Richard Rogers, before moving on to a studio debate on the process at the Special Session of the UN General Assembly in New York in summer 2001, held to review progress from the 1996 UN City Summit in Istanbul.

Gaza Under Siege

One of the most densely populated places on earth, the Gaza Strip is home to a million Palestinians — and is a virtual prison. Just forty-three kilometers long and ten kilometers wide, most of its residents are refugees who have lived in camps since 1948. Since the Palestinian uprising — the second Intifada — began in September 2000, none of Gaza’s 40,000 day laborers have been able to cross the border to Israel. The checkpoint is also closed to all goods and medical supplies coming in from Israel and the West Bank. Local Gazans bear the brunt of Israel’s determination to quash the uprising.

This program from the CITY LIFE series profiles Reyidh and Sabah — two people from just one refugee family trying to cope. Already poor, the family has reached their breaking point, with Sabah wondering how long life can go on with no solution in sight.

Raji Soranj, a human rights lawyer, asks why the United Nations shies away from its responsibilities and fails to criticize Israel’s aggression and the denial of the Palestinians’ rights — rights laid down in UN resolutions, but ignored by Israel, and it seems, by the rest of the international community.

Waiting to Go

This program from the CITY LIFE series is set in Lebanon, where (according to the UN) there are 375,000 Palestinian refugees. Palestinians are unwanted in Israel, but in war-torn, sectarian Lebanon, among fellow Arabs, they hardly fare better, and most live in poverty.

A Fistful of Rice

Nine out of every ten children in Nepal suffers from some form of malnutrition. Ironically, it is because malnutrition is so widespread that it is also unnoticed. This is particularly true of protein energy malnutrition, or PEM as it is known — a condition officially defined as being short and underweight for age, but which, in reality, is a devastating intergenerational cycle of lost potential, both physical and mental.

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This program from the CITY LIFE series unravels the complex causes and effects of PEM through the stories of people in Nepal who live with it on a daily basis. It also explores ways of changing attitudes towards food and gender.

**Patently Obvious**
Protection of intellectual property — works of the mind — is the lifeblood of today’s new knowledge economy. But while the benefits to the multinational pharmaceutical or telecommunications giants are plain, what relevance do World Trade Organization regulations have for developing countries? This program from the CITY LIFE series explores the benefits of intellectual property protection in the Indian state of Gujarat.

It tells the story of Karimbhai, an herbal medicine practitioner whose life changed for the better after he joined the Honeybee Network, coordinated by Professor Anil Gupta with the aim of protecting and strengthening rural innovators and traditional knowledge-keepers by documenting their work and protecting their patents.

**The Other Side**
Over the last century, hundreds of thousands of Mexicans have crossed the border to the United States in pursuit of permanent jobs and a better life. But in the new millennium, that journey has become increasingly dangerous, and the costs are starting to outweigh the benefits.

This program from the CITY LIFE series reveals the devastating impact of Mexican-US migration. The people who attempt to cross suffer horribly and frequently die. The families and communities left behind are disabled and their languages and cultures are being destroyed. *The Other Side* tells the story of the villagers who have had enough — and now are trying to make sure their children will no longer have to migrate to realize their dreams.

**The Miller’s Tale: The Bread of Life**
Iron deficiency anemia is the most widespread nutritional disorder in the world, a severe health problem that affects more than 3.5 billion people. It causes a range of problems, from extreme lethargy to low birth weight, stunting, maternal mortality, miscarriage and loss of productivity. More than half the population of Middle Eastern countries is iron-deficient — yet fortifying flour with iron costs about US $2 per person, per lifetime.

To quell the anemia epidemic in the Middle East, health professionals urge that fortified flour be used in bread. But because of complex social and cultural issues in the Middle East, fortifying flour with iron is difficult. Bread originated in Egypt and has been sacred since ancient times. Because of deeply rooted beliefs, many millers refuse to add anything unnatural to their bread.

**Brazil: Winning Against AIDS**
HIV/AIDS sufferers in Brazil today get the same treatment as HIV/AIDS sufferers in the USA and Europe — the same, free anti-retroviral drugs, clinical care and monitoring. Since Brazil started to manufacture its own HIV/AIDS drugs in 1997, the country’s patients have proved just as capable of taking their medicines on time as Americans or Europeans. The Brazilian government’s national HIV/AIDS program has halved the death rate from AIDS, prevented thousands of new patients from being hospitalized, and helped to stabilize the epidemic. Brazil’s actions have effectively countered the arguments that the drug companies were using to deny AIDS treatment to developing countries’ health services.

Is Brazil’s program the template for AIDS treatment elsewhere? This program from the CITY LIFE series examines whether it can be replicated in other countries.

**Missing Out**
Niger is one of the poorest countries in the world, and less than a third of the population has access to any health care. Malnutrition remains the main cause of maternal and infant mortality and well over half of all pregnant women suffer from iron deficiency anemia. This program from the CITY LIFE series follows two traditional birth attendants as they try to persuade women to take iron folate supplements and visit hospitals, which is often prohibitively expensive.

The program also visits Tanzania, where malaria is blamed for the increase in anemia. In some areas, 93 percent of children suffer from the condition. Unicef believes that the way forward is micromultinutrient pills which contain iron folate and other vitamins. But is this a sustainable solution for Tanzania? Unfortunately, the possibility that donors may pull out of distribution programs is high. Young, adolescent girls already constitute a majority of those missing out on supplemental programs. Mothers of the future are in danger.
Stop the Traffick

Thirty years of war has left Cambodia ravaged and poverty-stricken. Since the end of the brutal Khmer Rouge rule, poverty, corruption and global tourism have combined to make Cambodia particularly vulnerable to the child labor industry. Children as young as ten years old are trafficked into cities from rural areas to become sex workers or trafficked out to comparatively wealthy Thailand to work as beggars, domestic laborers or laborers on construction sites. Most of the sex workers are girls, although some of the boys on the streets are working as prostitutes, too.

With seventy percent of the Cambodian population living in rural areas, international trafficking gangs target poor rural families, often striking when times are hardest. They offer “loans” in return for the children, which then accumulate huge interest repayments, leaving the children trapped in “debt bondage” for life.

This program from the CITY LIFE series investigates the trade and new efforts by the International Labor Organization and local groups to rescue the children and stop the traffic.

My Hanoi

Hanoi is one of the new global cities of the 21st century — a burgeoning center of international trade and tourism, in competition with other fast growing cities of southeast Asia and the south China region. Growing urbanization has led to a boom in construction; market reform and globalization have caused an influx of Western consumer goods.

My Hanoi is the story of Tran Thuy Linh, whose family has lived in the flower village area of Hanoi for generations, but now must move. Thuy describes the extended family she grew up with in the flower village, and charts the stories of their lives against the backdrop of the changing skyline of the city — old people, young people, politicians, housewives and the migrant day laborers who work on the construction sites.

Seen through Thuy’s eyes, the program profiles a city in a period of dramatic change — emerging from colonialism and the still painful memory of the Vietnam War through socialism to the current free market era where a younger generation is asserting itself as a force for change.

Lines in the Dust

In a small village in Northern Ghana, a group of men and women sit around in a semi-circle, discussing the chart that they have drawn in the dust. The chart has three columns, showing the hours in the day and the different tasks men and women undertake during those hours. It soon becomes clear that women undertake the most labor intensive work — fetching water and firewood, cleaning and preparing food — and the discovery sparks a lively debate about why the men cannot take on more “women’s” work. In this Muslim village, it is a radical move for men and women to sit down and debate together.

But the project aims to go beyond discussion of men’s and women’s separate workloads, reaching out to the 900 million illiterate adults across the world — from Ghana to the Eastern Ghats of India — who have been failed by conventional education. Known as “Reflect,” it is part of a radical approach to learning for adults that does not rely on importing textbooks from the outside world, but where, instead, everything is created by the participants themselves.

As well as changing ideas about whose job it is to carry all the water and fuel, charts and other homemade tools act as a stepping-stone towards reading, writing and number-work — and introduce learners to the concept that the symbols they copy onto paper can represent not just words, but ideas — and their plans for change.

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Paying the Price

In a hospital in Uganda, 14-year-old Vincent is being treated for cryptococcal meningitis, contracted as a result of AIDS. Underweight, frightened and wracked with pain, he is one of literally millions of AIDS orphans across Africa who will die in the next ten years unless life-saving antiretroviral drugs become more widely available. But at current prices, the drugs are just too expensive for most African countries.

The fight for affordable drugs in Africa first made world headlines last year when a consortium of forty-two major pharmaceutical companies took the South African government to court over its right to import or manufacture generic drugs to treat AIDS sufferers.

After a global campaign by activist groups, trade unions and nongovernmental organizations (NGOs), the companies finally withdrew the case in April 2001 — in what was likely regarded as a humiliating climb-down. But even before the court case outcome, the companies had begun reducing the prices of their patented drugs — as part of the Accelerating Access Initiative brokered by UNAIDS to provide training and drugs at a lower cost to selected African countries.

This program from the CITY LIFE series investigates the background to AIDS treatment in Africa, reports on the success of the Ugandan program, and asks why the South African government is still refusing to authorize a national program of treatment for AIDS.

Continued on Page 8
Holy Smoke: Cambodians Fight Tobacco

Developing countries like Cambodia bear the brunt of aggressive marketing techniques by huge multinational tobacco companies. The lure of cash from tobacco companies results in lenient advertising regulations. There are no health warnings on tobacco products in Cambodia, and no bans on sales to minors. Since 1993, there has been a ban on tobacco advertising on the public broadcast media, but it does not apply to private media. Surveys show that cigarette ads on television and radio have quadrupled since 1996, tobacco advertising accounts for forty-six percent of all street advertising, and Japan Tobacco even advertises its Mild Seven cigarettes on ice cream trucks.

But not all is lost. Since the fall of the oppressive Khmer Rouge regime, religion that had previously been suppressed has reemerged and asserted itself as an instrument of change. Buddhist monks are now spearheading the campaign to persuade Cambodians to give up tobacco — a tough assignment in a country with one of the highest rates of smoking in the world and life expectancy of only 54 years.

THE EARLY FACES OF VIOLENCE
From Schoolyard Bullying and Ridicule to Sexual Harassment
Seven programs of varying lengths, 1999

Gender Issues, Law

THE EARLY FACES OF VIOLENCE is a seven-part, legally-based video education program for pre-kindergarten through 6th grade students, parents, and educators. The program challenges children to give up bullying, harassing and hurting others and empowers them to stand up for themselves. It also assists teachers, staff and parents to take charge in dealing with a problem that has garnered national recognition as a serious impediment to a healthy, safe learning environment. Teachers are encouraged to develop lesson plans that engage students and to create a partnership with parents and community members to make schools safe.

Show and Tell! The Movie, 20 Minutes

This school-time movie depicts a dynamic tale of a student as he confronts physical threats, harassment and misconduct among his peers. Scenes portray actions of teachers, staff and students on the bus, on the playground, and in the classroom. Costumes give an “any time, any place” feel, and colorful insects and reptiles provide attention-grabbing entertainment for kids.

You and Me, 15 Minutes

This sensitive and lively video engages younger students in learning to respect themselves and others, building character and citizenship early. “Mary Posa the Butterfly” gently guides young students to see the harm of harassment and misconduct, using accessible, familiar terms such as “hitting,” “shoving,” “name calling” and “bullying based on whether someone is a boy or a girl.” This video addresses the root behaviors of sexual harassment without using the term.

Learning the Game, 14 Minutes

Narrated by Chas, the star of Show and Tell! The Movie, this video opens up a frank discussion of peer-to-peer harassment and its consequences. It encourages reporting and standing up for oneself.
and nurtures children’s budding sense of empathy and accountability for their actions. Behaviors discussed include name-calling, invasion of personal space, physical violence and “gender and sex-based bullying.”

Max’s Magical Machine, 18 Minutes
This video takes a no-nonsense look at misconduct that, when severe, persistent and pervasive, might be considered unlawful. It addresses the full continuum of bullying behavior including physical bullying, extortion, exclusion, threats, invading personal space and sexual harassment. Interviews with real students highlight the main themes of empathy, responsibility and self-respect.

A Culture of Cruelty, 20 Minutes
This video explores the immediate and long-term impact of the pervasive climate of ridicule and peer harassment on students. Interviews with experienced teachers, counselors, community members, parents and experts in human behavior address the continuum of behaviors from general harassment to sexual misconduct.

Just the Facts Ma’am, 26 Minutes
When is sexualized behavior considered illegal? This video focuses on the issue through a legal lens, defining legal criteria and presenting the fundamentals of interviewing, investigation and documentation. Includes excerpts from an interview with “Max,” the main character in Show and Tell! The Movie.

You and Your School, 12 Minutes
Designed as a community relations and parent education tool, this video uses interviews with parents, teachers and experts to facilitate a discussion of the symptoms and consequences of peer-to-peer bullying and sexual harassment. It includes signs and symptoms that may indicate your child is being bullied or bullying others, causes and effects of such mistreatment and the ways to intervene and assist your child.

Fish
One 18-minute program, 1998
Business, Management
Imagine a workplace where everyone chooses to bring energy, passion and a positive attitude with them each day – an environment in which people are truly connected to their work, their colleagues and their customers. This video explores the tremendous synergy that can result when people are committed to their jobs and team members. It reframes the way we view our work, and shows what it means to be creatively engaged in the work experience.

PHOBIA: WHEN AN IRRATIONAL FEAR TAKES CONTROL
Two 48-minute programs, 2000
Psychology, Health and Human Performance
For a person with a phobia, overcoming the fear—or at least learning how to resist its debilitating effects—can open the door to a fuller, freer life. This riveting two-part series uses MRI scans, body imaging, EEG tracing and thermal photography to take an unflinching look at the biological and psychological mechanics of terror, as courageous patients seek to master their fears through medication, behavioral therapy, hypnotherapy, desensitization, virtual reality exposure therapy, the controversial technique of flooding and a new treatment called EMDR.

Treating Phobias: Behavioral Therapy, Hypnosis, Flooding, and SSRIs
For Carol, it is spiders. For John, who is actually fond of spiders, it is worms. And for Ritchie and Sarah, it is the tiniest of creatures, germs. This program draws on these and other case studies to explore phobias classified by the DSM-IV as Animal Type. Filmed at facilities including the Salt Lake City Institute of Behavior Disorders and Susan Swedo’s clinic at the National Institutes of Health, patients undergo treatments involving cognitive behavioral therapy, hypnotherapy, flooding, and a new generation of selective serotonin re-uptake inhibitors—with impressive results.

Treating Phobias: Desensitization, Virtual Reality Exposure Therapy, and EMDR
In this program, the treatment of John’s claustrophobia, Judith’s fear of flying, and David’s fear of heights—phobias described by the DSM-IV as Situational Type and Natural Environment Type—are documented. Groundbreaking applications of virtual reality, by Emory University’s Barbara Rothbaum, and EMDR (eye movement desensitization and reprocessing), by clinical psychologist Carl Nickeson, are profiled. The research of Jeffrey Gray, of the Institute of Psychiatry (London), into blood flow in the brain during moments of stress, panic and terror is also examined.

Continued on Page 10
Born out of centuries of conflict and experimentation, America's public school system is one of the nation's most significant—but still unfinished—achievements. This four-part series, narrated by Academy Award-winning actress Meryl Streep, is a compelling odyssey that weaves archival footage, rare interviews and on-site coverage into an unprecedented portrait of public education in America.

The Common School: 1770-1890
In the aftermath of the Revolution, a newly independent America confronted one of its most daunting challenges: how to build a united nation out of thirteen disparate colonies. This program profiles the passionate crusade launched by Thomas Jefferson and continued by Noah Webster, Horace Mann and others to create a common system of tax-supported schools that would mix people of different backgrounds and reinforce the bonds of democracy. A wealth of research illustrates how this noble experiment—the foundation of the young republic—was a radical idea opposed from the start by those with racial prejudice and fears of taxation.

As American as Public School: 1900-1950
In 1900, 6% of America's children graduated from high school; by 1945, 51% graduated and 40% went on to college. This program recalls how massive immigration, child labor laws and the explosive growth of cities fueled school attendance and transformed public education. Also explored are the impact of John Dewey's progressive ideas as well as the effects on students of controversial IQ tests, the "life adjustment" curriculum, and Cold War politics. Interviews with immigrant students, scholars and administrators provide a portrait of America's changing educational landscape in the first half of the 20th century.

A Struggle for Educational Equality: 1950-1980
In the 1950s, America's public schools teemed with the promise of a new, postwar generation of students, over half of whom would graduate and go on to college. This program shows how impressive gains masked profound inequalities: seventeen states had segregated schools; 1% of all Ph.D.s went to women; and "separate but equal" was still the law of the land. Interviews with Linda Brown Thompson and other equal rights pioneers bring to life the issues that prompted such milestones as Brown v. Board of Education of Topeka (1954), the Elementary and Secondary Education Act, Title IX, and the Americans with Disabilities Act.

The Bottom Line in Education: 1980 to the Present
In 1983, the Reagan Administration's report A Nation at Risk shattered public confidence in America's school system and sparked a new wave of education reform. This program explores the impact of the "free market" experiments that ensued, from vouchers and charter schools to privatization—all with the goal of meeting tough new academic standards. Today, the debate rages on: do these diverse strategies challenge the founding fathers' notions of a common school, or are they the only recourse in a complex society?
How to Use the NETCHE Instructional Video Catalog

1. Go to the NETCHE Web site at netche.unl.edu.

2. Select the Instructional Video Catalog (see button in the lower right corner).

3. Select a type of search:
   - Keyword (use one or two key words)
   - Subject
   - New Titles
   - All Titles
   - CD-ROMs
   - NETCHE Produced

4. From the list that appears, select a program title to view its description.

5. Continue searching or select NETCHE Member checkout to order the program.

6. Enter the date (MM/DD/YY) on which you want to use the program. Please allow at least one week for the program to be mailed to your campus.

7. Select <add to shopping cart> button.

8. Select place your order or search for another program. Repeat steps 3 through 7 to order additional programs.

9. Review your order. You can remove a program from your shopping cart if you decide not to use it.

10. Complete the order form by providing your name, campus address, e-mail address and work phone number.

11. Select your campus tape coordinator.

12. Select <submit order now> button.

13. You will receive this message after you have completed your order:
   Thank you for your order! It will receive our prompt attention. If you do not receive this message, contact NETCHE at netche@unl.edu or (402) 472-3611.

14. Your campus tape coordinator and NETCHE will receive an e-mail confirmation of your order. A confirmation will also be sent to the e-mail address that you provided in step 10.

Reminder
All programs are sent to your tape coordinator. Programs need to be returned to the tape coordinator immediately after use to ensure they are available for the next instructor who will use them.

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 Organization

NETCHE, Inc. (Nebraska Educational Television Council for Higher Education, Inc.) is a consortium of Nebraska colleges and universities devoted to the improvement of teaching and learning. Since its incorporation in 1966, NETCHE has become internationally known as a producer of high quality educational programs.

NETCHE is governed by a Board of Directors composed of the presidents of its Nebraska member institutions. Campus ITV coordinators serve as chief liaisons between NETCHE and the faculty of member institutions.

NETCHE is supported by Nebraska Educational Telecommunications (http://net.unl.edu).

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Connections is the official publication of NETCHE, Inc. It is published to provide member institutions with information on NETCHE programs and activities. Offices are located in the Nebraska Educational Telecommunications Center, 1800 North 33rd Street, Lincoln, Nebraska 68583. Phone: 402.472.3611. E-mail: netche@unl.edu

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TEACH Act Highlights and Resources

by Janis H. Bruwelheide

We have some good news on the copyright front for distance learning. President Bush signed into law the TEACH Act which enacts many of the recommendations from the study conducted by the Copyright Office published in 1999, primarily the repeal of the former 110(2) legislation which applied mostly to closed circuit television environments and did not fit the present distance learning technologies.

Under the “old” 110(2), digital transmissions that are commonly needed in distance learning situations were not usually permitted. However, there are many requirements for compliance, which accompany the use of the new benefits, and they are somewhat complex.

Educators should be reminded that there are still options to be explored outside of the TEACH Act which might apply to situations not covered. These are: fair use, permissions, and creative use of library resources. Provided in this brief overview are a few highlights only, so please read the materials below for more information on the TEACH Act. A possible good side effect of the TEACH Act is that fair use is not dead, but is alive and well; so let’s use it and defend it.

Reprinted with permission from the National Education Association. The full story can be found on the Web at http://www.nea.org/he/aboutthe/teachact.html.

Calendar

March 12, 2003
Applying the Seven Principles of Good Practice to Online Education workshop

March 13, 2003
Instructional Design for Integrating Technologies workshop