

# Handouts for DL 101

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Lecture Two: ISD, Evaluation and Media Selection in Distance Learning

# Resource A for Choosing Media

[http://www.coe.missouri.edu/~tile2003/teacher/media%20selection/m\\_cha.html](http://www.coe.missouri.edu/~tile2003/teacher/media%20selection/m_cha.html)

Please go to website for complete instrument

PRINT/TEXT		
Examples	Strengths	Limitations
<ul style="list-style-type: none"> <li>Books</li> <li>Handouts</li> <li>Manuals</li> <li>Magazines</li> <li>Brochures</li> <li>Newsletters</li> <li>Catalogs</li> </ul>	<ul style="list-style-type: none"> <li>Relatively inexpensive to produce and duplicate</li> <li>Can be produced quickly</li> <li>Permanent record of instruction</li> <li>Largely time-independent</li> <li>Support individual student use</li> <li>Require no equipment for use</li> <li>Eminently portable</li> <li>Highly accessible</li> <li>Provide easy random access by page numbers and indexing</li> <li>Can be annotated by learners to reflect their personal elaborations and emphases</li> <li>Can add graphics to enrich contents</li> </ul>	<ul style="list-style-type: none"> <li>Requires the reading ability of the learner</li> <li>Changing content can be difficult because of its unchangeable characteristics</li> <li>When a very large, worldwide distribution is needed, distribution costs increase</li> <li>Quality printing can be expensive</li> <li>No interactions are built-in</li> </ul>

AUDIO		
Examples	Strengths	Limitations
Overall Characteristics	<ul style="list-style-type: none"> <li>Ideal for extending voice and music</li> <li>Costs are relatively inexpensive (compared to video)</li> <li>Good for the less literate (or aural learners)</li> <li>Good for stimulating listener's imagination</li> <li>Good for evoking emotional responses</li> </ul>	<ul style="list-style-type: none"> <li>More linear structure</li> <li>No visual element can be added</li> <li>Requires playback device</li> </ul>
Telephone Voicemail	<ul style="list-style-type: none"> <li>Low cost (can be expensive based on distance)</li> <li>Easy to use</li> <li>Has feedback feature</li> </ul>	<ul style="list-style-type: none"> <li>Length may be limited</li> <li>May involve toll charges</li> </ul>
Audiotape Digital audio Compact disks	<ul style="list-style-type: none"> <li>Inexpensive (costs are not related to distance)</li> <li>Easily accessible</li> <li>Easily duplicated</li> </ul>	<ul style="list-style-type: none"> <li>Require specific device</li> <li>Hard to modify the recordings once produced and distributed</li> </ul>
Audio conference (Teleconferencing)	<ul style="list-style-type: none"> <li>Easy to set up</li> <li>Has feedback feature</li> <li>Remove distance constraint</li> </ul>	<ul style="list-style-type: none"> <li>Requires specific device</li> <li>Challenging to schedule a time when everyone can participate</li> </ul>

From: <http://dmc.umn.edu/guides/media-selection.shtml>

Please go to website for complete instrument

Use the guidelines below to choose the best media for presenting your course Web site content.

Medium	Uses
Animations	<ul style="list-style-type: none"> <li>• highlight specific details</li> <li>• show action</li> <li>• demonstrate processes</li> <li>• gain and focus attention on particular images</li> </ul>
Charts	<ul style="list-style-type: none"> <li>• show relationships</li> <li>• show percentages of the whole</li> <li>• compare data</li> </ul>
Images	<ul style="list-style-type: none"> <li>• present information that cannot be described adequately with words and that does not involve motion<sup>1</sup></li> <li>• highlight specific details</li> <li>• provide navigation</li> <li>• create a consistent look</li> <li>• gain or focus attention</li> <li>• show realism</li> <li>• provide historical or cultural context</li> <li>• show relationship between ideas and concepts that do not require a linear model for learning<sup>2</sup></li> </ul>
Sounds	<ul style="list-style-type: none"> <li>• information that needs to be heard to give it more credibility or because the audience must know the sound itself</li> <li>• provide historical context (e.g., recorded speeches)</li> <li>• supplement or reinforce information</li> <li>• present text to reading and visually impaired students</li> <li>• present information to auditory learners</li> <li>• hear other foreign language speakers' accents</li> <li>• create a mood</li> <li>• place other information in context (e.g., music from a time period being studied)</li> </ul>
Text	<ul style="list-style-type: none"> <li>• present information that is verbal and has no visual component</li> <li>• detail specific steps</li> <li>• reinforce concepts</li> <li>• present abstract arguments</li> </ul>
Videos	<ul style="list-style-type: none"> <li>• present visual information that involves movement</li> <li>• suggest realism</li> <li>• show gestures</li> <li>• generate excitement</li> <li>• trigger group discussions</li> <li>• provide lectures for student review</li> </ul>

# Resource C for Choosing Media

From [http://www.coe.missouri.edu/~tile2003/teacher/media%20selection/m\\_lo.html](http://www.coe.missouri.edu/~tile2003/teacher/media%20selection/m_lo.html)

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Examples	Learning Factual Information	Learning Visual Identifications	Learning Principles, Concepts, and Rules	Learning Procedures	Performing Skilled Perceptual-Motor Acts	Developing Desirable Attitudes, Opinions, and Motivations
Still pictures	Medium	<b>HIGH</b>	Medium	Medium	low	low
Motion pictures	Medium	<b>HIGH</b>	<b>HIGH</b>	<b>HIGH</b>	Medium	Medium
Television	Medium	Medium	<b>HIGH</b>	Medium	low	Medium
3-D objects	low	<b>HIGH</b>	low	low	low	low
Audio recordings	Medium	low	low	Medium	low	Medium
Programmed instruction	Medium	Medium	Medium	<b>HIGH</b>	low	Medium
Demonstration	low	Medium	low	<b>HIGH</b>	Medium	Medium
Printed textbooks	Medium	low	Medium	Medium	low	Medium
Oral presentation	Medium	low	Medium	Medium	low	Medium

# Resource D for Choosing Media

*Media Analysis Rating Scale* from <http://www.astd.org/NR/rdonlyres/900E19EF-121E-40BC-BBBC-CD15BD25F47F/0/WhitePaperMediaAnalysisFinal.pdf>

Please go to website for complete instrument

## MEDIA ANALYSIS RATING SCALE

### Instructions

Complete the rating scale as follows:

1. Using the key provided, consider the importance of each factor on the rating scale to the situation that you are analyzing.
2. Use the summary sheet to tally the number of occurrences of each medium that you ranked as a 4 or 5.
3. Tally each medium that you ranked as a 1 or 2 (ignore those ranked as 3).
4. Subtract the number of Low Occurrences from the High Occurrences and record that number in the Difference column.
5. Determine the weight of the difference by dividing the Difference column with the All Occurrences column and record that percentage in the Weight column.
6. The media with the highest-weighted averages are probably the most appropriate media for your solution.

### Rating Scale

- 5 = Very Important Consideration
- 4 = Important Consideration
- 3 = Neutral Consideration
- 2 = Unimportant Consideration
- 1 = Not A Consideration At All

## Additional Resources

<p><i>Systematic Design of Instruction, The (6th Edition)</i> by <a href="#">Walter O Dick</a>, <a href="#">Lou Carey</a>, <a href="#">James O Carey</a></p>	<p><a href="http://www.amazon.com/exec/obidos/tg/detail/-/0205412742/qid=1094909433/sr=8-2/ref=sr_8_xs_ap_i2_xgl14/103-4778465-7930261?v=glance&amp;s=books&amp;n=507846">http://www.amazon.com/exec/obidos/tg/detail/-/0205412742/qid=1094909433/sr=8-2/ref=sr_8_xs_ap_i2_xgl14/103-4778465-7930261?v=glance&amp;s=books&amp;n=507846</a></p>
<p><i>Principles of Instructional Design (4th ed.)</i>. Gagné, R. M., Briggs, L. J., &amp; Wager, W. W. (1992). Fort Worth, TX: Harcourt Brace Jovanovich College Publishers</p>	<p><a href="http://www.amazon.com/exec/obidos/tg/detail/-/0030347572/103-4778465-7930261?v=glance">http://www.amazon.com/exec/obidos/tg/detail/-/0030347572/103-4778465-7930261?v=glance</a></p>
<p><i>Web-Based Training: Designing e-Learning Experiences (With CD-ROM)</i> by <a href="#">Margaret Driscoll</a></p>	<p><a href="http://www.amazon.com/exec/obidos/tg/detail/-/0787956198/qid=1094909547/sr=8-4/ref=sr_8_xs_ap_i4_xgl14/103-4778465-7930261?v=glance&amp;s=books&amp;n=507846">http://www.amazon.com/exec/obidos/tg/detail/-/0787956198/qid=1094909547/sr=8-4/ref=sr_8_xs_ap_i4_xgl14/103-4778465-7930261?v=glance&amp;s=books&amp;n=507846</a></p>
<p><i>Evaluating Training Programs: The Four Levels</i> by <a href="#">Donald L. Kirkpatrick</a></p>	<p><a href="http://www.amazon.com/exec/obidos/tg/detail/-/1576750426/qid=1094910029/sr=1-1/ref=sr_1_1/103-4778465-7930261?v=glance&amp;s=books">http://www.amazon.com/exec/obidos/tg/detail/-/1576750426/qid=1094910029/sr=1-1/ref=sr_1_1/103-4778465-7930261?v=glance&amp;s=books</a></p>
<p><i>Many Happy Returns: Calculating E-Learning ROI</i> By John Setaro</p>	<p><a href="http://www.learningcircuits.org/2001/jun2001/elearn.html">http://www.learningcircuits.org/2001/jun2001/elearn.html</a></p>
<p><i>A Different Way to View the Return on Investment (ROI) in e-Learning</i> By John Moran, CEO, GP e-Learning Technologies, Inc</p>	<p><a href="http://www.namvu.com/roia.html">http://www.namvu.com/roia.html</a></p>
<p><i>ROI: OneTouch-Savings Calculator</i></p>	<p><a href="http://www.onetouch.com/calc.html">http://www.onetouch.com/calc.html</a></p>
<p><i>Comparative Merits and Distinctive Teaching Functions of Different Media</i></p>	<p><a href="http://www-wbweb4.worldbank.org/disted/teaching/delivery/med-01.html">http://www-wbweb4.worldbank.org/disted/teaching/delivery/med-01.html</a></p>
<p>Media Selection Matrix</p>	<p><a href="http://www.outreach.psu.edu/de/id&amp;d/media_selection_matrix.html">http://www.outreach.psu.edu/de/id&amp;d/media_selection_matrix.html</a></p>
<p>Global Development Learning Network</p>	<p><a href="http://www.gdln.org/index.html">http://www.gdln.org/index.html</a></p>
<p>Delivering continuing professional development using online distance learning</p>	<p><a href="http://www.ukcle.ac.uk/ict/huddersfield.html">http://www.ukcle.ac.uk/ict/huddersfield.html</a></p>
<p>Glossary of Distance Learning Terms</p>	<p><a href="https://courses.worldcampus.psu.edu/public/faculty/DEGlossary.shtml">https://courses.worldcampus.psu.edu/public/faculty/DEGlossary.shtml</a></p>
<p>Distance Learning and the Disabled</p>	<p><a href="http://www.washington.edu/doi/Faculty/Strategies/Academic/Distancelearning/">http://www.washington.edu/doi/Faculty/Strategies/Academic/Distancelearning/</a></p>