This section provides concise summaries of the recent conferences of interest to Canadian educational technologists. Kay Rogers and Liz Burge summarize the Canadian Association for Distance Education (CADE) conference; Terry Frank writes on the Pacific Instructional Media Association (PIMA) Symposium on Copyright, and Ed Crisp reports on the International Council for Educational Media (ICEM) in Banff.

CADE: The Association

by Kay Rogers

Simultaneously in over twenty communities from Yellowknife to Ottawa and Halifax to Victoria, clusters of individuals synchronized watches and consulted their common agenda. Linked by audio teleconferencing, over 120 educators from the universities, colleges, CEGEPS, course producers and distributors met in June 1983 to found the Canadian Association for Distance Education, CADE. (AMTEC members have been involved from the outset!) Their common purpose was to create a national association which would promote and support the effective delivery of distance education in Canada. In particular, it was agreed that the association should:

- provide for the exchange of information, ideas and professional concerns relevant to distance education;
- provide professional development opportunities for members of the association;
- promote research into distance education theory and practice;
- promote interagency cooperation in the development and use of distance education hardware, software and course delivery systems;
- promote greater public awareness of distance education
- advocate the examination of distance education policies and procedures by federal and provincial government ministries; and
- facilitate the development of inter-institutional transfer of credit.

Since its inception, the association has drafted a constitution, elected a Board of Directors and undertaken a number of activities in the areas of information exchange, research and development and professional development. In keeping with the concept of distance education, committee meetings are usually held by audio teleconferencing, a computer conferencing system is increasingly utilized and the professional development workshops are held by distance education media and methods. A descriptive report of the 1984 workshop is contained in the adjacent article. Plans are underway for two workshops in April 1985, one on student support systems and the other on the computer as a learning medium for distance education. As a young association, CADE is reaching out to colleagues to solicit their involvement, ideas and initiatives. For further information and a membership form, contact:

Leo Deveau
Membership and Finance Chairperson
Canadian Association for Distance Education
c/o Continuing Education
Acadia University
Wolfeville, Nova Scotia BOP 1XO

The article which follows describes in some detail the first CADE workshop.

CADE: The Workshop

by Liz Burge
Distance Education Co-ordinator
Ontario Institute for Studies in Education.

(The following notes provide a biographic approach which traces the beginnings of a new and vibrant educational technology organization in Canada. We include the comments below as potentially important historical material. CJEC wishes CADE well in the future. Where appropriate, it is hoped that AMTEC and CADE will be able to join hands and work together to promote the advancement of educational technology in Canada. Ed.)

PLANNING

The workshop was planned as the first educational event for members of the newly established Canadian Association for Distance Education (CADE). Formed during a June 1983 nation-wide audio-teleconference meeting of educators associated with distance-mode programming, delivery, and learner support systems, CADE has as one of it key objectives the professional development (P.D.) of its members. A P.D. committee was established to organize formal events and to enhance networking for informal activity. In June 1983 several CADE members discussed a proposal for a workshop for instructional designers, and by October 1983 the proposal had been accepted for further planning. A survey instrument later sent to nine P.D. committee members enabled the three workshop planners to develop a small-scale workshop to enable instructional designers experienced in distance education and in audio-teleconferencing to discuss current issues in the design of learning processes and the production of actual course materials. The planners were Mark Waldron, University of Guelph, Liz Burge, Ontario Institute for Studies in Education, and Norman McKinnon, Correspondence Education, Ministry of Education, Ontario.

Three factors influenced the choice of the workshop target audience. First, the perceived need for instructional designers to strengthen their network; second, the danger of staging a workshop so general in scope and discussion level that it would satisfy no one; and third, the expected series of future workshops that would allow other distance educators to meet at later dates. The issues planned to be discussed for this first workshop would, therefore, include differences in cognitive and learning styles, adult learning principles, assessement of learning, integration of mixed media, and text structure and layout. The workshop planners were also interested in finding out the perceived usefulness of the five components planned for the workshop (print materials, videotape, local group work, large group reporting of results, and critical analysis of course materials), and participant reactions to the workshop in terms of its use of audio technology and the perceived amount of learning undertaken.

By early March 1984, the workshop proposal had been developed into a three part activity: pre-workshop background reading, a two day workshop, and post-workshop proceedings. The first broad objective of the workshop was the generation of criteria for evaluating learning processes and materials design. A second objective was the application, on the second day, of those criteria to be structured criticism of colleagues' actual course materials.

The first half of the first day was to consist of personal introductions using audio-teleconferencing, more detailed introductions and discussion role modelling using pre-recorded videotape segments, and small group discussions at each site. Print-based instructions for this small group work were planned to give local choices of pre-determined tasks. In the second half of the day, participants would be required to reconnect to the Darome bridge in Toronto and report their task results to the plenary session.

On the second day, the whole five-hour-period was to be similarly divided between videotape introductions, local small-group work, and plenary session. These activites were to be supported with detailed advance publicity materials, extensive agendas for the two days, the use of well-briefed local site coordinators, and a contingency plan for local site groups should technical problems arise. The five sites were to be linked by the Darome bridge in Toronto.

In early March, the workshop structure and support systems began to be implemented. The publicity material (details of intended audience, workshop objectives and structure) was mailed to all members of CADE. Six audio-teleconference sites and coordinators were chosen, and the Darome bridge booked. Local site coordinators began their liaison activity.

The three planners continued development of the workshop resources. With six sites expected, it was felt that the overall activity pattern of large and small group work, "on air" and "off air" times, generation and application of design criteria, and debate on issues would allow high levels of interaction. Two 30-40 minute periods of reporting discussion results, separated by a 20-minute refresher pause, were planned for the second half of each day. Four colleagues in other provinces were asked to provide short video segments to be used as role models of small-group work.

By mid-April, however, the planners faced a large increase in the expected number of participants and a three-fold increase in the number of sites requested. The planners decided to run the workshop as planned: time for reorganization was too short; the large numbers of instructors and faculty would be able to choose a small-group task according to their interests, and would get some background information in certain segments of the videotapes; and the interactive nature of audio-teleconferencing would allow program changes during the workshop if needed. Finaly, it was felt that no politically acceptable criteria could be developed to exclude either participants or new sites.

IMPLEMENTATION

On April 25, 1984, 18 local site coordinators, managing a stated total of 250 participants, began dialling at pre-set times to the bridge operator. (The listed total is 243.) The presence of so many sites across five and a half time zones and the great distances between them (for example, the 13,500 km triangle between Vancouver, B.C., Frobisher Bay, NWT, and St. John's, Nfld.) contributed to a sense of awe among participants and planners alike. The ease and rapidity with which such a geographically dispersed group assembled were also impressive. It took approximately 10 minutes to assemble the conference.

The agenda was implemented as planned.

The agenda for April 26 was also implemented as planned, but activity for the second half was changed, literally in the middle of the on-air reports. During this session (in which participants were discussing the merits of course materials supplied by colleagues), it became evident that an emerging group of issues demanded discussion. These issues were not restricted to those current for instructional designers, but included topics of more general interest to the faculty and administrators present. So the second 40-minute discussion period dealt with a rapidly generated list of issues, on the understanding that they deserved indept discussion in future workshops.

P.I.M.A. Copyright Symposium Well Attended

by Terry Frank
Resource Co-ordinator,
Greater Victoria School District

The November Copyright Symposium in Richmond, British Columbia - organized and sponsored by the Pacific Instructional Media Association - saw one hundred and fifty concerned media professionals from all over the province gather to discuss the proposed changes to Canada's outdated copyright legislation.

On hand to debate the issue were Frank Keyes, co-author of **Copyright in Canada: Proposals for Revising the Law** (Keyes-Brunet 1977), and present Director of Copyright for the Department of Communications; Jean Guy Jacques, a Montreal lawyer who worked with Radio Canada in Quebec and the Department of Justice in Ottawa before establishing the Société pour l'avancement des droits en audio-visuel (SADA) Ltee.; and Allen Soroka, an assistant law librarian at the University of British Columbia and past President of the Copyright Committee of the Canadian Library Association. With Mr. Keyes presenting some of the views of the Bureaucrats involved with copyright; Mr. Jacques, the views of creator/owners; and Mr. Soroka, the views of users, opposing views were well represented.

Joining the panel on the speakers platform were Gary Carlson - President of the Pacific Instructional Media Association - who introduced the panelists, and Bill Hanson - President of AMTEC - who served as moderator for the session.

Mr. Keyes spoke first, explaining that the current Copyright Law of 1921 does not specifically address sound motion picture, cable television, audio recordings, videotapes, television broadcasts or computers, a situation which charges the courts with the fearsome task of applying a law of print technology to a communications age. The Liberal government, in attempting to remedy the situation, issued the white paper titled **From Gutenberg to Telidon** on May 2, 1984. This paper was to inform everyone as to the governments' positions on all the substantive and technical issues of copyright, to provide time for various interests to prepare positions, and to generate comment and debate with a view to eventually finalizing legislation.

The paper set out to provide a climate for creativity, to see that Canadians benefit from technological change, and to ensure the economic and moral rights of creators while trying to strike a balance with respect to the interests of users.

Mr. Keyes elaborated on the following audio-visual areas in which changes to the current law were proposed in the white paper:

1. The current law relates specifically to motion picture film produced by wet chemistry only. The white paper suggest video-tape be included.
2. The current law does not specifically address sound recordings; the white paper intends to designate a new "sound recording" category.
3. The current law is vague about ownership; the white paper suggests that ownership rest with the person or persons principally responsible for the arrangements to produce the work.
4. Fines for summary remedies under the current law allow for $200.00 per offense; the white paper suggests $25,000.00
5. The current law has no exemption for education beyond fair dealing; the white paper suggests one be granted to non-profit educational institutions for teaching situations.

Mr. Keyes went to some lengths to outline the current situation so far as piracy is concerned. He explained that producers in Canada, are deprived of 16-25 million dollars in sales annually due to piracy. He said that the American Betamax case which allowed home taping "for the purpose of time shifting" did not apply to educational institutions in the U.S. and that even if it had, the American law would of course have no weight in Canada. He even went so far as to offer his own opinion that were such a case to be heard in Canada, the deci-

sion would have been the reverse and that home taping would have been disallowed. He worked through one simple and common video related problem and pointed out where the present law would have been broken. In his example a teacher rents a video-tape from a local outlet, shows it to a class (violating the public performance aspect of the present law) and makes a copy for the school (violating the reproduction aspect of the present law).

He closed by reminding everyone that the white paper is a Liberal document and that the Conservatives may use all, some, or none of the white paper but that above all, they are interested in consultation and that groups wishing to comment on the paper should send briefs and submissions to:

The Clerk of the Committee,
Room 516, 180 Wellington Street,
Ottawa, Ontario,
CANADA
K1A 0A6.

Jean Guy Jacques followed Mr. Keyes and recounted the history of copyright problems and the road to their solutions in Quebec. Mr. Jacques said he became aware some time ago that colleges were making illegal copies of preview/evaluation materials and materials taped off-air, and were printing catalogues of these pirated resources. He established proof of these procedures and, after trying unsuccessfully to negotiate directly with the colleges, moved on to discussions with the ministry. After these discussions also proved futile, Mr. Jacques formed SADA, the Société pour l'avancement des droits in audiovisuel Ltee., and signed contracts with producers for reproduction rights. Then, in May 1980, SADA sued 14 colleges, got injunctions to prevent illegal copies and catalogues from being destroyed and sent representatives into the colleges to compile evidence. From an original estimate of a $900,000.00 action, the compilation of evidence suggested a figure of $4,250,000.00.

In 1982 once again an attempt was made to talk to the Ministry but again nothing happened. SADA threatened to sue 13 more colleges and in 1984, after $200,000.00 in legal fees had been expended, the Government of Quebec payed SADA $1,250,000.00 in return for the promise not to sue schools that were in violation of copyright. For its part, the ministry promised that no school would violate copyright and SADA permitted all schools to keep what illegal materials they wanted for a licensing fee of $1.00 per minute.

As a result of the proceedings, the Government of Quebec has established a $500,000.00 annual budget to assist schools in acquiring copyright licensing from SADA. The cost of such licensing is $3.00 per minute. The ministry pays $1.50 and the purchasing school $1.50.

Mr. Jacques closed by indicating that his interests in audio-visual copyright violations were not limited to Quebec.

Finally it was Mr. Soroka's turn and he wasted no time in establishing the tone of his theme explaining that we were all attending a wake. Speaking succinctly and emphatically he suggested this proposed white paper would mean the death of audio-visual use in education. He insisted that there should be an education exemption from copyright, that producers are mostly large multi-nationals, that money payed to producers goes into the United States, that in times of restraint, money leaving the country results in lost jobs, that educational concerns are beyond the law, and that educators everywhere should work hard to establish an educational exemption in the new copyright law.

When asked, Mr. Jacques responded that half the money collected by SADA remained in Canada. Mr. Hanson announced coffee and an intermission ensued.

After intermission the discussion was opened to the audience at which time a number of issues were raised.

Bruce Maclean of Vancouver City College asked if between the rights of users and owners, a middle ground could be sought whereby educators could record items off air and hold them for a period of time for preview. Mr. Keyes said such an arrangement can be worked out anytime between producer/owners and users. Mr. Jacques said SADA allows 15 days for preview.

Mike Reddington of the Open Learning Institute explained that the Institute leases B.C. rights only for its programming but the Anik C. distributes the signal all across Alberta. Mr. Keyes explained that this "footprint" problem was dealt with in a 1974 Brussels Treaty to which Canada does not subscribe. As a result the law in that area is a mess. No solution was offered to the problem.

Mike went on to outline another problem involving programs to which the Open Learning Institute has purchased exclusive B.C. rights only to find that the Learning Channel carries the same material nationally. Mr. Keyes explained that under the current law an exclusive licensee has no license to sue; a situation the white paper hopes to rectify.

As the discussion wore on, a feeling began to develop that educators should have a previewing exemption and Mike Reddington suggested that a 45 day period for previewing would be appropriate. Allen Soroka suggested a straw vote be taken on the resolution that educators be allowed a 45 day preview exemption from copyright infringement. The vote was overwhelmingly in favour.

Raising the other side of the issue, a representative of the Provincial Secretary's Office pointed out that we do not ask architects to build schools for free or woodworkers to provide desks for free; neither should we ask producers to produce learning materials for free which is what an educational exemption has the effect of doing.

An unidentified independent producer announced that a film he is producing will cost $500.00 per print, a price that includes the projected loss of income from free "video babies." Film purchases, he asserted, are inflated due to the loss of revenue through pirating.

In the summary session, Mr. Keyes said he enjoyed attending and would happily carry the results of the straw vote to his "masters." He also urged those with strong views to communicate those views to the Committee through the Clerk as he had suggested earlier. Mr. Jacques said he too had enjoyed the event, that he had heard the same points raised in Quebec a week earlier where educational users experiencing cut backs were unable to purchase the learning materials they needed. He felt that users and producers will have to work together to convince Provincial Governments of the need to develop appropriate budgets for audio-visual acquisitions.

Mr. Soroka explained that he felt he had done his job by provoking people to stand up and speak their minds and he urged everyone with strong views to exress those views to the lawmakers since the issue is clearly a live one and in no way finally settled.

Mr. Hanson thanked all three panelists, and the symposium drew to a close.

Editor's Note - The Symposium proved to be a highlight of the 3 day conference with copyright discussions carrying on long after the event ended.

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Audio cassette copies of the proceedings are available from P.I.M.A. for $15.00. Orders should be sent to:

University of Victoria
P.O. Box 1700
Victoria, B.C.
V8W 2Y2
Attention: Mr. Ron Harper
A.V.T.V. Services

AMTEC well represented at ICEM Conference

by Ed Crisp

For the second time in its history the International Council for Educational Media has held its annual conference in Canada. The 1984 conference was held on October 8th and 9th in the breathtakingly beautiful setting of the Banff Centre, and was hosted by the National Film Board of Canada and Alberta Education. While most delegates were from Canada (especially Alberta), several other countries were represented; these included Finland, France, Great Bri-

Continued on page 27.

NEW CANADIAN FILM RELEASE

KALEIDOSCOPE:
Reflections On Resources

Resource co-ordinators, supervisors and educators join to form a vital network in the overall educational process; they provide our youngsters with learning materials and experiences meeting the highest standards. *Kaleidoscope: Reflections On Resources* is a sixteen-minute examination of the ever-changing nature of resource education, presenting a fresh look at how resource centres in our schools work to enhance, enrich and broaden our childrens' curricular experiences.

Kaleidoscope: Reflections On Resources reinforces the Ontario Ministry of Education document *Partners In Action*, creating a valuable addition to Home and School activities, inservice training sessions and Professional Activity programs. Schools initiating and establishing resource facilities will also benefit from this excellent overview of resource systems and the professionals who make them work.

Contact Marlin Motion Pictures for preview, rental and purchase information.

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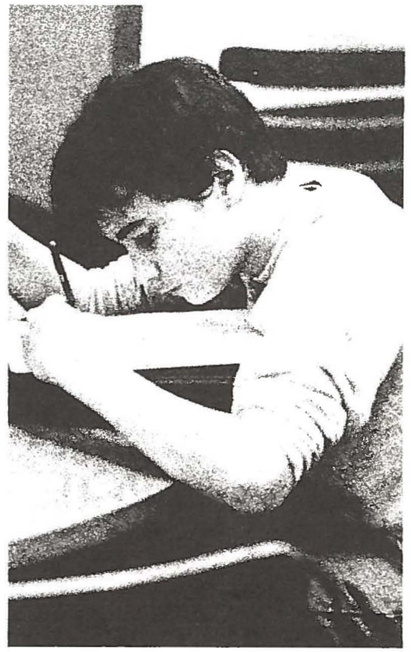

AMTEC ANNUAL ELECTIONS

Nominations are requested for the elections to be held in 1985 to fill two positions on the AMTEC Board.

The positions are:

1. **Vice-President (President-Elect)**
   This is a three year term, beginning in June, 1985 a the Annual Conference. There will be one year as Vice-President, one year as President and one year as Immediate Past President.
2. **Member-at-Large**
   This is a three year term beginning at the Annual Conference in June, 1985.
   All nominations must be received by the Chairman of the Nominating Committee by January 30, 1985.

Procedure

1. **If you wish to nominate someone:**
   Nominations may be made by any five AMTEC Members providing the nominee is a member of AMTEC and has signified his/her willingness in writing. A brief biographical sketch of the nominee must be sent to the Chairman of the Nominating Committee along with the nomination.
2. **If you wish to be nominated:**
   Indicate this to five AMTEC members who will arrange to nominate you by sending a letter of their intention and your biographical sketch to the Chairman of the Nominating Committee. You must be a member of AMTEC.

All nominations must be received by the Chairman of the Nominating Committee by January 30, 1985.

Send nominations to: **Dr. F. Barry Brown**
Chairman, Nominating Committee
Past President, AMTEC
Professor and Head, Department of Communications,
Continuing, and Vocational Education
College of Education
University of Saskatchewan
Saskatoon, Sask. S7N 0W0

TABLE 4

STUDENT RESPONSE TO THE USE OF TELIDON DELIVERED TESTS IN COURSE IN ORNOTHOLOGY N = 15

1. Is this the first time you have taken a test using Telidon?	Moderately easy to use	100%
	Yes	100%
	No	-
2. Did you have any problems with the system?	Yes	53%
	No	47%
3. What was your reaction to this technology?	Very easy to use	40%
	Moderately easy to use	60%
	Difficult to use	-
	Very difficult to use	-
4. Was the test...	too long?	20%
	too short?	27%
	right length?	33%
	no answer?	20%
5. What was your impression of the graphics used?	added significantly?	33%
	useful	60%
	not very useful	7%
6. Was the display time...	much too slow?	-
	too slow	20%
	acceptable	73%
	very good	7%
7. How did you find the graphic depiction of content?	inaccurate	7%
	some uncertainty	33%
	acceptable	47%
	accurate	13%
8. Was the wording of question easy to understand?	Yes, very	27%
	Yes, fairly	60%
	No, confusing	7%
	uncertain	7%
9. Would you like to have access to this material during the semester as a self-testing aid?	Yes	93%
	No	7%

III. Discussion and Implications

While the two uses of the Telidon system reported here (agricultural extension and instruction) may appear unrelated to distance education, it is in combining the findings of both studies that some guidance may be offered for distance education planners.

The agricultural extension field trial with GRASSROOTS revealed that it is possible for a university to collaborate with a commercial electronic publisher to their mutual advantage. The University was able to get up to spped in a very short period of time without the capital and operating expense associated with a major database delivery system and network. The system operator gained access to a region otherwise difficult to enter. It also gained experience in the design of action task software not then in use by the company. Ongoing working relationships were established which make it possible, subject to agreement on specific applications, for the GRASSROOTS system to serve a number of distance education projects. The existence of the GRASSROOTS network, relative ease of access, and economy of use should not be overlooked by other institutions interested in this technology for distance education. The analogy here is using the railway company to transport goods rather than building your own railroad or highway system.

Secondly, from the agricultural field trial emerged confirming evidence that Telidon is an easy-to-use home service for otherwise inexperienced computer users. This confirmation was also received from the specific on campus instructional applications. Furthermore, while there were technical reliability problems, they are of sufficiently short duration or limited frequency as not to man the general acceptability of this service for home based information access to extension and distance education resources.

Two major hurdles, however, were identified in the agricultural field trial which are of intense importance for distance education. The first is the entry cost of the terminal. A Telidon dedicated terminal with decoder, monitor and 1200 bps modem costs in the vicinity of $2,000 and is a single purpose device. An IBM PC type microcomputer with the necessary software decoder, colour board and modem will cost in the vicinity of $5,000 although the educationally priced IBM PC Jr can be put in service with a Telidon configuration for less than $2,000. The microcomputer decision will, for many potential distance education users, be based on more broadly defined needs than for the use of Telidon access. With costs of this magnitude and the elusive low cost TV Telidon adaptor not yet in sight one is led to conclude that the population of home access terminals is not yet sufficient to warrant major investments in creating Telidon materials for distance education. "How will the students access the data?"

The second major hurdle is regional in significance and has to do with the availability and cost of telecommunication services. In parts of Western Canada telephone line charges established for Telidon by the Government operated telephone companies are extremely reasonable at 5 cents per minute in Manitoba and 6-8 cents per minute in Saskatchewan. In contrast, Eastern Canada has no such provision with regular voice tariffs costing at least 50 cents per minute. In addition rural phone lines are frequently party lines and the attachment of data terminals to such lines is not permitted. The arrangement Infomart has made with Bell Canada for a special INET rate of 25 cents per minute in dialing area 519 is a move in the right direction but its cost structure will inhibit all but short access sessions by the majority of individual users. The recent breakup of AT & T in the United States is resulting in rate increases for some institutionally provided distance education services which threaten the continuance of these services at least in present form. Since Canada is moving in a similar direction with telecommunications policy, potential applications of Telidon to distance education should examine this dimension carefully and then proceed with caution.

From the instructional applications reported it can be seen that there is potential for Telidon as an effective, user friendly and student accepted system. If the terminal problem and the costs of telecommunication can be resolved within a specific distance education project than our evidence suggests that Telidon is the only presently available practical method of displaying detailed graphic and textual information using a range of colour. It appears to provide intrinsic motivation to students when properly used.

The Guelph trials, unlike the educational television panacea projects of the 1960s, undertook to limit the scope of the application of Telidon to one or two specific aspects of the course. The project team worked with an educational philosophy which sought to emphasize student performance and output rather than teacher input. Most earlier media approaches have concentrated on information input, i.e. the more senses you use the more you can share in. Knowledge of what is expected, student practice and awareness of achievement through feedback on performance seem to the author to be the most fruitful areas for improving student learning. The Keller PSI method and other approaches which emphasize learner responsibility, especially in post secondary and distance education, have demonstrated that such improvement is achievable. These methods, however, are costly in providing intensive and frequent feedback and often result in compromises which reduce the immediacy of the feedback and hence much of its educational power. It is in this era where the Guelph trial concentrated its study of Telidon and where its initial success occurred.

Conclusion

The potential for Telidon in distance education lies more in the quality of the instructional design decisions than in the technology. This has always been the case with educational media but the novelty of another system can blue one's vision of what comes first, purpose and plan or tool. There are many existing forms in which course content for distance education can be delivered. The test, the audiocassette, printed or film slide illustrations, all can deliver content at a fraction of the cost of Telidon or other computer based systems. What they cannot do as effectively nor as effeciently is provide students at a distance with frequent short tests of learning achievement and immediate feedback. It is in identifying similar limited segments of distance education delivery where Telidon can make a useful contribution.

NOTE Based on the difficulty of serving larger numbers of students on campus from a distant database, the University of Guelph and Tayson Information Technolgy have developed a standalone IBM PC based system, VITAL (Videotex Integrated Teaching and Learning System for Education and Training).

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MEDIA NEWS

Continued from page 15

theory. As editor of that journal, Winn is certainly in the position to assess trends in content. Perhaps prospective authors/researchers in the field will answer his call for more papers on the topics of analysis and design, as well as the social aspects of educational technology. Copies of this conference paper may be found in the ERIC document collection as ED 243 440, or ordered from the EDRS (ERIC Document Reproduction Service). Note that EDRS has a new mailing address: 3900 Wheeler Avenue, Alexandria, Virginia 22304. The Association for Educational Communication and Technology (and **ECTJ**) may be contacted at 1126 Sixteenth Street NW, Washington, DC 20036.

CALL FOR PROPOSALS

A major Secretary of State funded project is soliciting proposals from individuals interested in contributing secondary curriculum materials or research papers on transportation and communication. It is expected that, based upon proposals submitted, persons selected to contribute will include teachers, college instructors, university level researchers, and other writers and researchers.

Materials to be developed will discuss the social, political, cultural, and/or economic aspects of transportation, resource extraction transportation, broadcasting and new communication technologies. Much, although not all, of the work commissioned is expected to be regionally informed, nationally significant case studies.

Small research grants ($500-1000) will be available to selected individuals. Opportunities will be available for contributors to attend coordination meetings and/or workshops/symposiums in August, 1986, Expo year in Vancouver. The project will publish selected materials in either one of four teacher/learning booklets or a monograph. Selection of contributors will be made in January 1985.

For more information contact:

Dr. D.C. Wilson, Project Coordinator
Department of Social and Educational Studies
Faculty of Education
University of British Columbia
Vancouver, British Columbia
V6T 1Z5

Dr. R. Lorimer, Project Coordinator
Department of Communication
Simon Fraser University
Burnaby, British Columbia
V5A 1S6 □

ICEM CONFERENCE

Continued from page 18.

tain, Nigeria, Switzerland and the U.S.A.

The theme of this year's conference was "Educational Technology to Enhance Learning at a Distance". The program for each day consisted of a number of speakers followed by a symposium involving the speakers for that day. All of the program events were plenary session, with simultaneous translation between English and French being provided over headphones. A wide variety of topics was presented along the theme of Distance Education:

Think before you leap: How to reduce problems in Distance Education (Dr. Bill Winn, University of Calgary)

Extending opportunity: Telidon technology in Vocational Education (Amelia Turnbull, Alberta Correspondence School)

Educational Teleconferencing (Dr. G. Barry Ellis, University of Calgary)

Educational Technology to enhance learning at a distance: a systematic approach (Dr. Ron J. McBeath, San Jose State University)

New Realities in Educational Communications (Peter L. Senchuk, ACCESS Alberta)

Clearinghouse for Computer Software (Dr. S. Jim Thiessen, General Systems Research Ltd., Edmonton)

Technology in Distance Education: Improving Man's humanity to Man (Dr. John S. Daniel, Laurentian University)

By Making too many technological turns, one ends up going around in circles (Andre Hebert, University of Quebec)

The TV Ontario Academy on Computers in Education - a Canadian distance-learning system: Bits and Bytes (Don Robertson, TV Ontario)

Distance Education: the Nigerian experience (Francis Z. Gana, Ministry of Education, Lagos)

Format: Canada's National audiovisual information system (Donald Bidd, National Film Board, Montreal)

Satellite Communications: Past Present and Future. (W. Terry Kerr, Department of Communications, Ottawa)

Telidon: its use in Distance Education (Dr. Robert A. Abell, Alphatel Systems, Edmonton)

Among the many AMTEC members attending the 1984 ICEM conference were president Bill Hanson, immediate past-president Barry Brown and president-elect Ed Crisp. President Bill addressed the session on the morning of the second day of the conference, bringing greetings on behalf of AMTEC and describing its function to the interested delegates.

The chairman of the ICEM 1984 Conference was Hans Kratz of Alberta Education. (Many will remember him as chairman of the highly successful AMTEC Conference held in Edmonton in 1979.) Hans took care of every detail including the weather, which was perfect. After this experience let us hope that the Council decides to meet again in Canada before too long. ICEM was founded in 1950 under the name of International Council for Education Films; the name was changed in 1966 to International Council for the Advancement of Audiovisual Media, and in 1980 to International Council for Educational Media. ICEM enjoys Consultative Status, type A, from UNESCO, through the International Film and Television Council, and maintains a secretariat in Paris, France. □

COMPUTER COMMUNICATION

Continued from page 9.

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