Linking Active Learning to Web-based Instruction: Students Teaching Students through Multimedia Productions
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Instructors (academic teachers and corporate trainers) recognize the value of video as an educational medium. Video provides learners (students and trainees) with opportunities to observe phenomenological examples that reinforce the concepts that are verbally described during classroom and laboratory sessions and on-the-job-training. Until recently, educational video production was a multi-step, multi-component process requiring at the minimum a camera or VCR, a computer (with a high speed processor, very large hard drive, and video editing and processing software installed), and a high speed serial I/O connection to transfer the video data between hardware devices. The new Apple© iMac™ DV desktop computer and iMovie™ software offer a simple, accessible, and affordable solution to instructors who wish to create continuous media (audio and video) for use in their courses. Our demonstration will showcase the QuickTime streaming videos produced in UIUC’s FSHN 199: Business Etiquette and Protocol and FSHN 355: Fine Dining Management courses.

Using Tailored, Interactive Soap Operas for Breast Cancer Education of High-Risk Hispanic Women
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While Hispanic women have lower rates of breast cancer than other groups, among women from all ethnic groups, they are the least likely to undergo screening exams. This study evaluated a culturally sensitive and linguistically appropriate tailored computer-based educational program on breast cancer early detection aimed at high-risk Hispanic women. Spanish-speaking Hispanic women from an inner-city community health clinic were recruited and randomly assigned to either a computer intervention with an interactive soap-opera format (n=118) or a comparison group (n=60). True-false pre- and post-tests were used to identify any change in breast cancer related knowledge/beliefs. Both younger (18-40 y.o.) and older (41-65 y.o.) women in the intervention group increased significantly their knowledge/beliefs as compared to the younger and older women in the comparison group (p<.05). Computer-based tailored and interactive soap operas that are linguistically and culturally appropriate are effective in increasing breast cancer screening knowledge/beliefs in high-risk Spanish-speaking Hispanic women.

webStract - a Distributed Tool for Collaborative, Project-driven Learning on the Internet
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webStract is a combined software tool that supports the construction and delivery of Internet based courseware. It embodies a project-driven paradigm - a problem based learning approach guided by the needs of student projects. It allows content providers to make effective use of the vast knowledge source of the World Wide Web and to present the students with qualified material in a structured manner. It takes advantage also of the interaction capabilities of the Internet, to enable focused synchronous and asynchronous communication among distributed teams and team members. Following a brief introduction of the motivation and the learning paradigm, our presentation centers on the three principal areas of service covered by webStract: knowledge qualification and structuring tools for the content provider, collaboration and management tools for the teams, and knowledge management tools for the individual student. webStract is currently being used in experimental courses. We'll report feedback from those experiments.

Digital Learning System: Web’s Cool
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Web’s Cool (can also be pronounced Web School) program with SRL(Self-Regulated Learning) principles, PBL(Problem Based Learning) approaches and Keller's ARCS model for motivation has been designed by the author and developed by Samsung Electronics Company in Korea. Now, all the contents and study modules are completed in CD-ROM and the total service including Q&A and real tutorial help is now available on the UNITEL web service.