Developing a Distance Education Infrastructure
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Development of distance learning infrastructure is a multifaceted project, from the desktop to the far reaches of the Internet. Attention must be focused on the outgoing data and information, as well as, incoming data and information. There are four basic areas of concern when designing an infrastructure to facilitate Internet distance education solutions: hardware, software, support, and security. Providing the proper hardware to developers and support personnel is crucial in creating a productive and efficient work environment. Reliable and efficient Internet access is essential, with 24-hour availability and minimal down time. Software components for development and support are key ingredients to success. From a student and faculty standpoint, the course software must be user friendly with a high degree of stability. Support must be considered from both a human and a technological standpoint. Essential to any online endeavor is secure access and distance learning demands the highest levels of security.

Content Management for Web Based Learning
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With the help of the newest information and communication technology all the needs of modern educational systems can be met for the first time in one tool: the computer. Computer based solutions provide the technological support necessary for the whole teaching and learning process. The greatest advantage of this tool is the possible combination of all its usable instruments, their flexibility and configurability. With new technologies and new media types it will be possible to support all kinds of training, self-study and continuing education. It is clear that these new methods and technologies require new methods and solutions for the tasks content creation, delivery and archiving. Especially the use of new media sets high requirements on these tasks. This article describes how content management systems, a technology already used in other kinds of business, can support these tasks in web based teaching and learning. A definition of content management is made and refined for the area of web based learning. The main building blocks and features of content management systems are described and the improvements for web based learning are highlighted.

Computer-Mediated Communication for Distance Education: Developing and Teaching a Second Language Course in Academic Reading
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The Open University of Israel is searching for ways to improve its distance education methods. Taking advantage of the flexibility of computer-mediated communication (CMC), we will describe the application of CMC to academic reading. We chose e-mail support, which allows students to work on texts, and to receive feedback and help when needed. Reading - a mode of language use, and distance education - a mode of language instruction, feature striking parallels: the reader (in “real life”) and the learner (when learning to read) each functions in isolation when interacting with a text. Discourse is enacted at a distance, a disassociated first person (the author or the instructor) is actively present, and no reciprocity is manifest, within the interactive context. Therefore, reading instruction and distance education seem very well-suited. Because CMC is particularly learner-centered, it seemed appropriate to adopt this more motivating medium of instruction to our traditional reading program.

The Major Promise of Distance Education Is On Campus
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Distance Education (DE) is reforming on-campus instruction. DE’s impact extends beyond the mere use of technology to put more razzle-dazzle into classroom presentations and beyond the advantages of assisted learning via computer simulations, drills, and animations. DE should force teachers to re-examine teaching philosophies, style, and tactics. Distance Education shows that learning need not depend on classroom lecturing. Indeed, we should now re-examine the whole purpose of the classroom environment. DE prompts us to re-examine accrediting criteria of “contact hours” and “credit hours.” Teachers, now freed from the lecturing straight-jacket, can explore creative ways to show students how to find, comprehend, manage, integrate, and apply information. DE reveals the value and need in teaching for more interpersonal communication, between teachers and students and among students. I see a revival of interest among teachers in group work. Specific strategies for this new kind of classroom teaching are illustrated in the poster.

Interactive Ophthalmic Pathology Tutor
Gordon K. Klintworth, Duke University Medical Center, USA; Anthony N. Benson, Duke University Medical Center, USA; Ann L. Bushyhead, Duke University Medical Center, USA

A CD-ROM interactive, instructional course on ophthalmic pathology and relevant anatomy with hundreds of high quality images has been developed for users with different knowledge backgrounds.