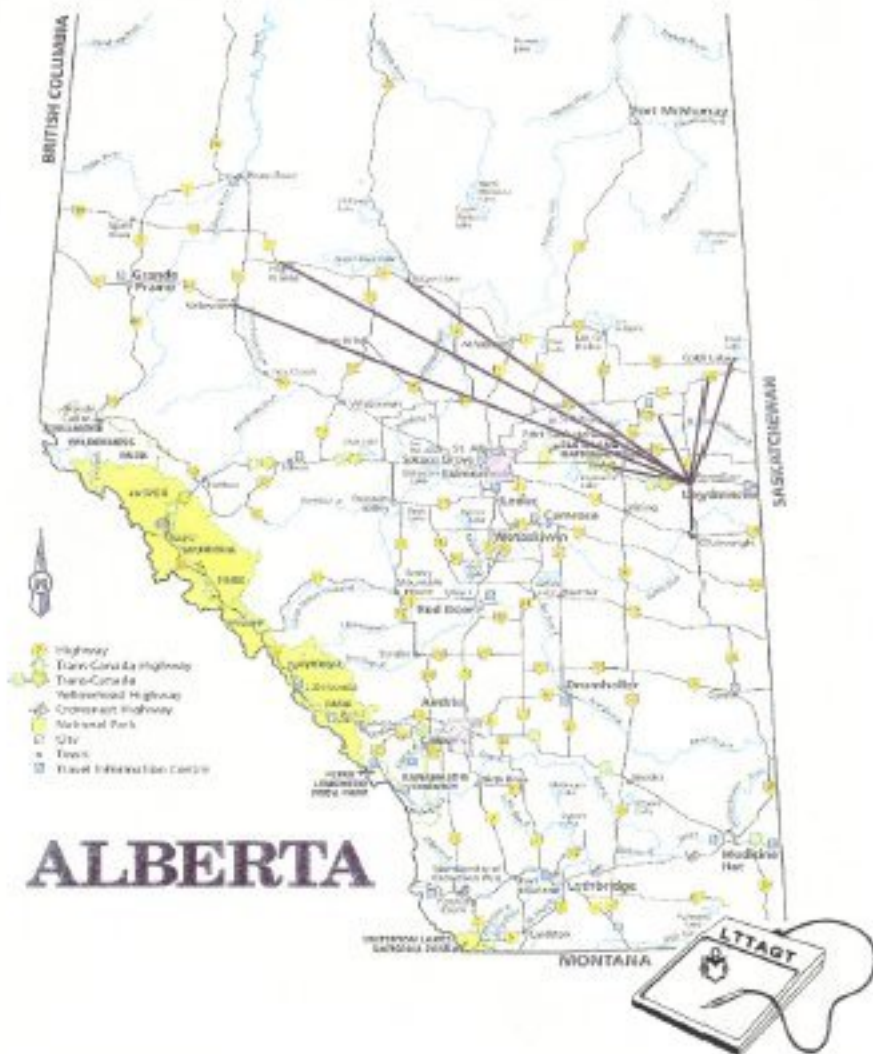


A Literacy Practitioner's Guide to Audiographic Teleconferencing



Cover and layout design by:
Meredith Ottoson

Written by:
Meredith Ottoson
P.L.A.N. Vermilion
Partners in Learning - Access Network
4921 - 51st Avenue
Vermilion, AB T9X 1S8



All rights reserved. No part of this document may be reproduced
without written permission of the author.

Photo Credits:

Iris English. LEARN - Cold Lake	Pages 4, 11
Meredith Ottoson, LEARN - Vermilion	Pages 1,7,8,9,11

On the cover: Alberta map downloaded from the InterNet

Table of Contents

SECTION I

What is audiographic teleconferencing?

The project

 The project objectives

 Participants

 Instructors

 What we learned

 Accomplishments

 Conclusion

SECTION II

A report on the evaluation

SECTION III

A User's Guide

Getting started

 Developing course materials

 Slide development

Audiographic teleconferencing components

Exploring audiographic teleconferencing

 Making connections

 Trouble-shooting

 Teleconferencing protocols

Slides (hard copy)

 Orientation

 Practice script

SECTION IV

 Sample study guide - LEFT Brain/RIGHT Brain

SECTION V

 References

SECTION VI

 Appendix

Table of Contents

About your presenter

SESSION I

What we expect to accomplish.

Brain Facts

Whole Brain Inventory

 Scoring instructions

Specializations of the left and right hemispheres

Preferences

Post - Session Activities

SESSION II

What we expect to accomplish

Characteristics of LEFT Brain preference

 Teaching strategies

Characteristics of Right Brain

 Teaching strategies

WHOLE Brain teaching strategies

 Example of Brain Mapping

Bibliography

Note: The materials contained in this study guide were compiled for the **Literacy Training Through Audiographic Teleconferencing Project** by Marcia Shillington.

AN EVALUATION OF THE LITERACY TRAINING THROUGH AUDIOGRAPHIC TELECONFERENCING PROJECT

A REPORT BY

Peter Faid, Community Services Consulting Ltd.

AUGUST 1996

BACKGROUND

Challenges for literacy programs

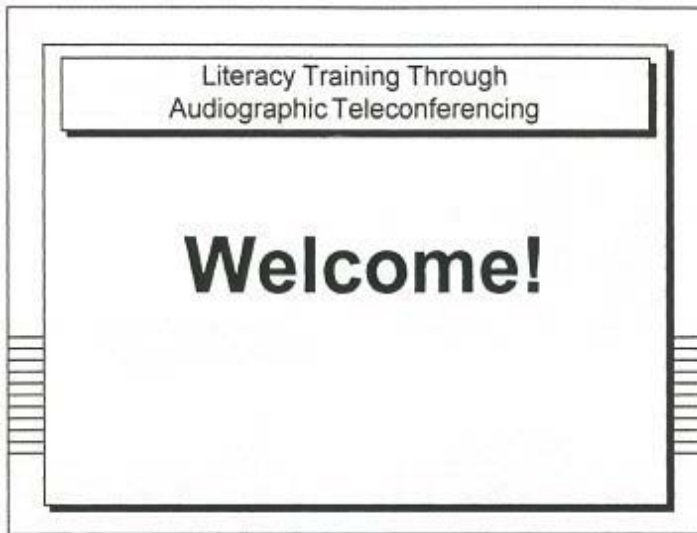
Literacy programs for rural communities in Alberta are dispersed over a large geographical area, and dependent on volunteer tutors. Because of their distance from large centres, these programs share common challenges: how to provide training for volunteer tutors and obtain resources beyond a basic level. These challenges are complicated further by budget and time constraints.

Instructors need training

A 1991 study of training approaches for instructors in adult basic education (ABE) and English as a Second Language (ESL) programs concluded that, generally, volunteer instructors lack sufficient training. The American study identified several elements as being key to successful training programs. Among these are the inclusion of on-going evaluation processes, and the opportunity for trainees to participate in the selection of training course content.

Audiographic Teleconferencing Project

The Audiographic Teleconferencing Project offers a way of exploring an option for meeting the training needs of volunteer literacy tutors in 8 sites in Alberta. Audio-graphics refers to the transmission of images and text between computers. When used in conjunction with audio-teleconferencing, participants are simultaneously able to hear each other and view the same information, diagrams or pictures on computer monitors. In addition, an electronic writing pad allows participants to communicate by writing or drawing. Participants receive and relay the visual materials through the computer and transmit their voices using a half duplex microphone system.

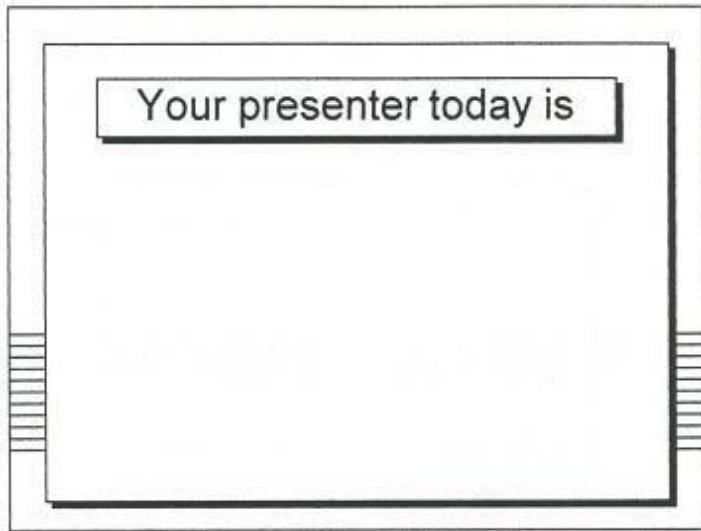


Orientation

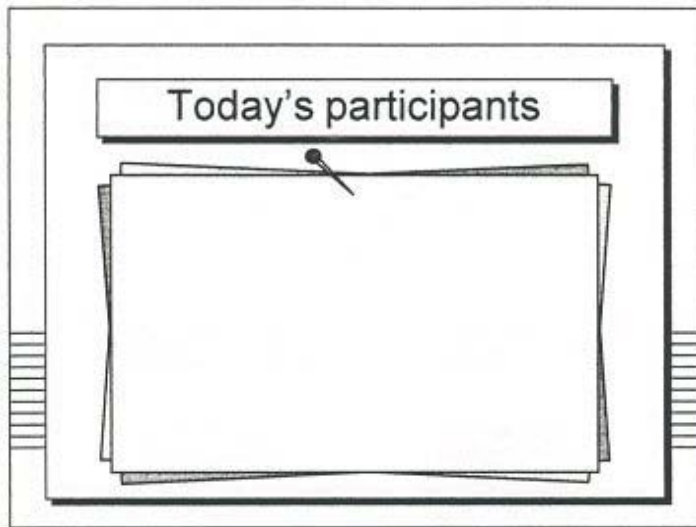
Date:

Length of session:

Welcome participants.



Introduce yourself and write or type in your name on slide.



Name the regions or programs participating in the teleconference. Take roll call to identify participants and any observers. Visitors and observers can sign in on slide #4.

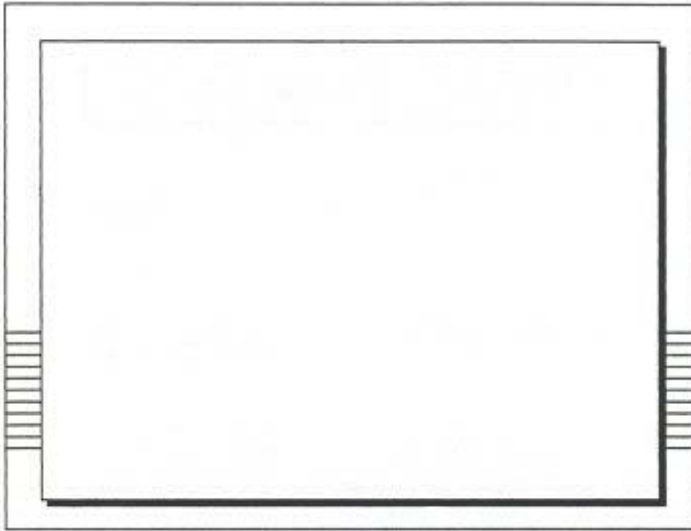


Briefly review protocols for the teleconference found on page 23.

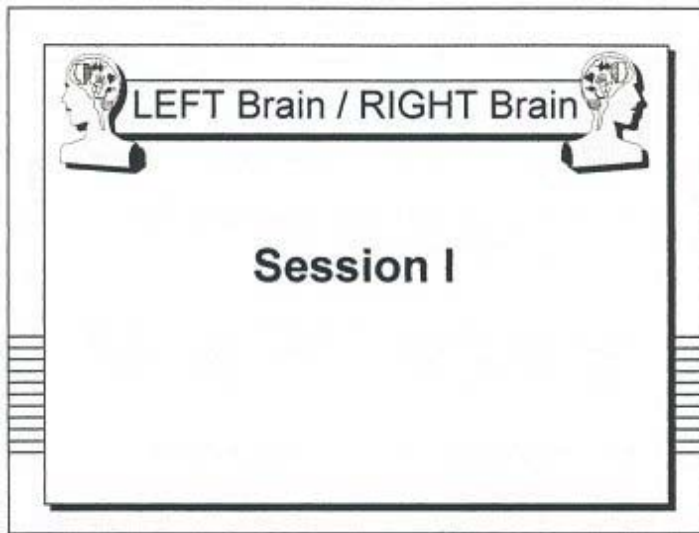
Ask participants to share their personal experiences with distance education and ask them how they feel about this new environment.

Introduce the audiographic teleconferencing equipment (page 19) and demonstrate how to use the telewriter and pen (page 21-22) and keyboard. Play tic-tac-toe or hangman on the next screen to make participants more at ease using the pen. Practice makes perfect!

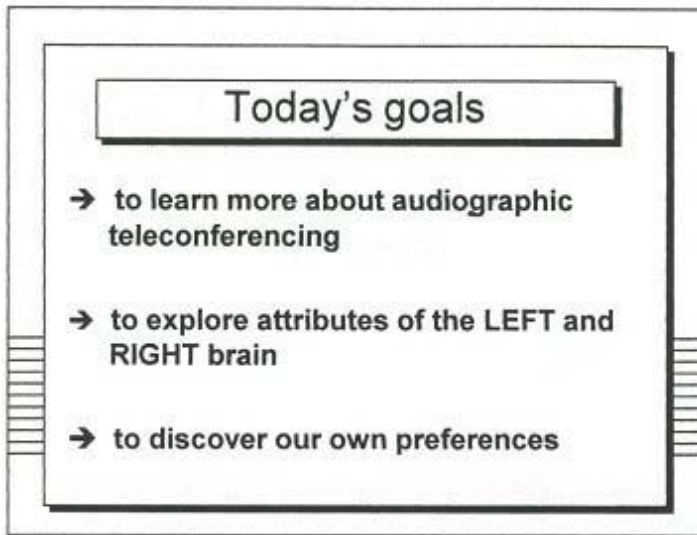
Allow time for participant's to raise questions, requesting frequent feedback about voice and slide transmission. Ask for individuals by name to ensure that everyone has an opportunity to be part of the discussion.



Reminder: The more participants you have on-line, the longer you'll need for all to practice.



The script on the following pages is provided to help guide you through through Session #1 of LEFT Brain/RIGHT Brain. Additional reference material is provided in the bibliography included at the back of the study guide.



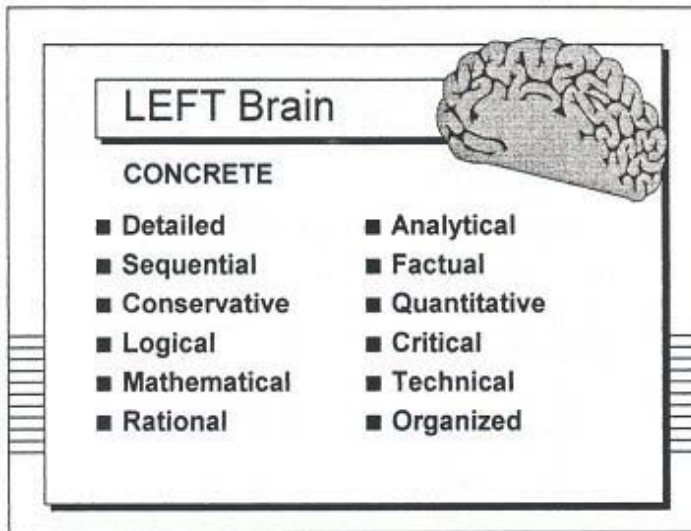
Practice script - **LEFT Brain/RIGHT Brain**

Read the session goals found on page 5 of the study guide.

Introduction:

What we know about the human brain is very recent. More progress has been made in the last 15 years than in all previous human history. As late as the 18th century, there was general agreement that the brain was involved in thinking although how it functioned was not clear!

Today's scientists agree that we use both sides of our brain for most thinking and that each hemisphere or half does specialize in certain kinds of knowledge. Unless the brain is damaged, no one is completely left or right brained -rather, left and right brain are a metaphor for different kinds of thinking -disciplined or free.



LEFT Brain characteristics

Verbal: using words to describe and define

Detailed: able to see fine points

Sequential: able to see steps involved; task oriented

Logical: one thing follows another in order

Mathematical: able to grasp functions such as adding, counting (digital)

Rational: drawing conclusions based on reason and facts

Analytical: figuring things out part by part; step-by-step

Factual: deals with issues, not feelings

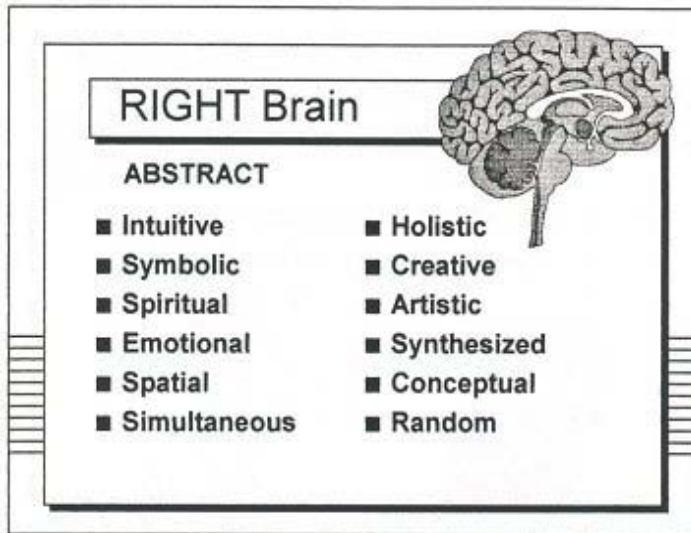
Quantitative: likes facts, measurable statistics

Critical: able to see faults, improvements

Technical: able to deal with practical, not theoretical

Organized: able to proceed, step-by-step, detailed

Note: The left hemisphere controls handwriting, language, reading, phonics, locating facts, talking, reciting, following directions, listening, auditory association, numbers



RIGHT Brain characteristics

Non-verbal: awareness of things but minimal connection with words

Intuitive: making leaps of insight, often based on incomplete patterns, hunches, feelings or images

Symbolic: especially the visual, able to remember the symbol(stop sign) better than the word

Spiritual: in tune with deeper self

Emotional: more likely to be honest about feelings

Spatial: seeing where things and how parts go together to form a whole

Simultaneous able to do two things at once; may have more than one project on the go, usually unfinished!

Holistic: seeing things all at once; perceiving overall patterns and structures

Creative: makes new associations

Artistic: reproduces images, colours with accuracy

Synthesized: puts things together to form whole; must have the whole before determining the parts

Conceptual: able to draw conclusions, patterns, themes

Random: works well if interested, but only as long as so

Note: Spatial relationships, shapes, patterns, singing, music, art expression, visualization, emotions and colour sensitivity are strong points.

