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# **Digitizing Historical Consciousness: The Function of Canada's National Public Broadcaster's Radio and TV Archives**

**Pierre C. Bélanger, Ph.D**  
**University of Ottawa**  
**Department of Communication**  
**554 King Edward**  
**P.O. Box Office 450, Stn A**  
**Ottawa, Canada K1N 6N5**  
[pbelang@uottawa.ca](mailto:pbelang@uottawa.ca)

## **Abstract**

Canadian students and educators are currently being offered a host of digital material aimed at fostering a better awareness and understanding of national history. As such, the recent multiplication of web sites, TV channels, films and documentaries dedicated to the past illustrates the intensification of popular uses of history. The notions of "memory", "identity" and "civic education" are natural subsets of the concept of historical consciousness. However, the various competing narratives and claims disseminated by both traditional and new media bring about a pluralist vision of history that call on educational institutions to teach students to look critically at the past.

Thanks to funding provided by the Ministry of Canadian Heritage, the Canadian Broadcasting Corporation has recently been making available to schools, colleges and universities a portion of its collections. Based upon some 60 years of radio archives and 50 years of television programs, the site [www.cbc.ca/archives](http://www.cbc.ca/archives) is one of the most dynamic repositories promoting Canada's collective memory. Classified into eight thematic categories, some 2000 unedited audio and video clips totalling over 200 hours of airtime reflect the key people, moments and events of Canada's recent past as they were seen and covered by the national public broadcaster. Many of the topics presented come with related educational material to support the pedagogical relevance of the clips.

By providing authentic radio and TV material, the CBC not only contributes to a better understanding of the past, but also to a deeper understanding of how history, as a scholarly discipline, operates. The critical deconstruction of the journalistic documents selected by the CBC should allow for a better appreciation of how knowledge-making, and by extension, historical consciousness, is conveyed through the production techniques involved in narratives, presentation of evidence and the treatment allocated to conflicting accounts.

# Does it Fit?: For-profit E-Learning in Nonprofit Universities

Dr. Jared L. Bleak  
Harvard University Graduate School of Education

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By creating innovative arrangements, non-profit colleges and universities are delivering educational material through for-profit subsidiaries aimed principally at the ever-expanding multi-billion dollar online education market. The financial commitment to create a for-profit distance education subsidiary is substantial—NYUonline nearly \$25 million and Columbia's Fathom upwards of \$30 million. The intent of these investments, for some institutions, was to spawn subsidiaries that were considered more nimble, entrepreneurial, and adaptable than their comparatively staid non-profit parents (2000; Kwartler, 2000). Not surprisingly, these companies were built like businesses, where speed in decision-making and a strategic market orientation—qualities foreign to the traditional academy—are considered the *sine qua non* for success (Abel, 2000; Davis & Botkin, 1994).

However, these subsidiaries have sparked controversy, with some faculty claiming that the culture of the academy is being irreparably altered as traditional values are being replaced by a corporate style of management, or by some hybrid. This has many "fearful that the university's true educational mission is being compromised" (Simpson, 2001, p. 54). Others assert the growing need to "make sure that the university does not betray its educational values and objectives" (Croissant, 2001, p. 45), or worry that market-oriented activities will eventually "change the social role of higher education institutions" for the worse (Breneman, 2002, p. B7).

To lessen the chances of cultural corruption and, in turn, to increase the odds of economic success, these subsidiaries were largely isolated from the governance processes and academic structures of their parent institutions. This isolation was meant to give the subsidiaries the ability to move quickly in the marketplace, free from the sclerotic decision-making processes of its university parent. This nimbleness was intended to ultimately be a major advantage for the company in the competitive market.

# **Diversity Lost Diversity Found in Distance Education**

**Ward A. Cockrum  
Greg Prater  
Lee Johnson  
Northern Arizona University  
Flagstaff, AZ 86011**

## **Abstract**

An issue that may affect distance education students is a loss of exposure to ideas that are different than theirs and people who are different from them. The convenience of distance education can allow students to complete courses and even degree programs without leaving their hometown or in the case of Web Based instruction, without ever leaving their homes. Institutions offering and instructors teaching distance education classes can take steps to help distance education students have a diversity experience similar to those of the on campus students. These steps range from the pairing of cohort groups from different cultural communities to explicit discussions of diversity issues.

## **Reinventing Education: A Partnership Model for Rethinking Teacher Education**

**Diane Ehrlich, Ph.D.  
Chair Department of Educational Leadership and Development  
Northeastern Illinois University  
Randy Jurasek, C.A.S.  
Education Transformation Specialist, IBM**

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This presentation describes a collaborative project between IBM (Reinventing Education 3), the Chicago Educational Alliance, Northeastern Illinois University, and Chicago Public Schools. This grant is an innovative three-year national collaborative effort among twenty-seven teacher education programs in nine states with the common goal of enhancing the quality of teacher education courses by bringing innovative technologies which link colleges of education with the schools they serve. The uniqueness of this grant is that all of the stakeholders are around the table developing the project from the ground up and meeting the needs at their individual institutions instead of merely responding to a Request for Proposal.

Although driven by three nationally identified needs (1) collaborating/ mentoring; (2) developing electronic portfolios; (3) creating video cases which can support both, each project team is working with IBM personnel to tailor the implementation at each university. Additionally, all nine collaborative projects are providing input to IBM researchers from the T.J. Watson Research Center on desired capabilities, design, and process components for three new on-line applications intended to support the nationally identified needs listed above. Each partner will have the full use of the new applications, which may end up in the commercial education marketplace. The process of determining institutional goals, negotiating the work products and timelines, and identifying resources (budgetary and personnel) has been a labor-intensive one, but the benefits emerging from this partnership will impact the way the College of Education operates. It has enabled us, in fact maybe forced us, to take a look at our academic programs from a broader perspective. We have looked at basic tenants of instructional strategies and ways of demonstrating performance in the College of Education.

Developing a statement of work is only the initial step in the process; however, the time spent working collaboratively has given rise to a number of issues that would not have surfaced until a later date. These issues have given both the IBM team and the NEIU team a better understanding of the needs and wants for each of the strategic partners as they develop educational materials for both teachers and school leaders. It also has brought about tremendous buy-in from the university faculty because they have been true partners in this collaborative effort.

It is this collaborative process and the resulting action plan that will be shared with the group as we discuss the grant objectives, the selection of a Core Team, key activities, work products, plans for building faculty capacity, the implementation timeline and assessment of the overall project.

## **Teacher's Classroom Management**

**Paul Weston Johnson, Ed. D.  
National University  
Sacramento, CA**

### **Introduction**

The purpose of this study is to examine the opinions of graduate credential students regarding classroom management. Teacher candidates will be asked to reflect on their views of what they believe a teacher needs to be effective in the classroom. Student teacher supervisors report they hear principals and master teachers say it is the most important skill for student teachers. If teachers cannot manage the classroom learning will not take place. If learning does not occur achievement is lost. Our current drive for excellence reflects the public's high expectation for the teacher's skill and achievement of their students (Johnson & Smith, 1998, p. 1; Johnson & Zucca, 2000, p. 2; Johnson, P. W., 2001, p. 3; Johnson, P. W., 2002, p.1).

# **Ethical Decisions and Distance Education**

**Dr. John Luster  
California State Department of Education/National University  
6072 Burnt Cedar Way  
Roseville, Ca 95747**

## **Background**

This is the first of two articles on ethical decision-making and distance education. This article will summarize a review of literature discussing the evolution of distance education from the perspective of distance education as a national and international phenomenon. In addition, the literature review will also provide background for a discussion of ethical issues instructors are likely to encounter when teaching Web-based courses for institutions of higher education.

In recent years, Web-based instruction has virtually exploded as technology and instructional design methods continue to be refined. The United States Distance Learning Association defines distance learning as the acquisition of knowledge and skills through mediated information and instruction encompassing all technologies and other forms of learning at a distance (USDLA, 2003). The majority of two and four year colleges and universities across the United States are developing and delivering online courses, degrees, and certificates. Distance education is fueling institutional transformations referred to by Barone, Hager, Clark, & Mayer (2003) as, “the radical change in function and form of the teaching and learning environment, which, at least for some institutions, will lead to change in identity and market” (p. iv). The growing popularity for institutional transformation to distance education is due to a combination of: (1) technological advances, (2) economic advantages of distributing scarce resources geographically, (3) providing access to higher education to students in remote locations, and (4) answering the increasing demand for educational access for students at times that are convenient for them (Roberts, 1998; Carnevale & Olsen, 2003; Bickle, & Carroll). An added benefit of distance education is the potential to train students in the very technology that is providing the competitive advantage for global corporations and supporting efforts to encourage students to build on and become part of international knowledge communities (Webster & Hacklery, 1997).

# **KIKUYU AND AMHARA FOLK TALES: THEIR USE IN THE TEACHING OF PSYCHOLOGY**

**Stephen Maret, Ph.D.  
Caldwell College  
Caldwell, New Jersey**

## **Abstract**

This paper addresses the universality of human experience by demonstrating how the use of traditional Amhara & Kikuyu folk tales can be utilized to illustrate underlying psychological themes and principles in the classroom setting. The field of psychology has been historically dominated by generally Western, and particularly American perspectives and techniques. The result has been a faulty assumption that psychology has little in common with non-Western views. But as the "science of behavior and mental processes", psychology should inform and be informed universally and east African folk tales can help in this process.

# **TELEMENTORING: UTILIZING THE INTERNET TO MENTOR COLLEAGUES AND UNIVERSITY STUDENTS AT DISTANT LOCATIONS**

**Catherine Medina, Northern Arizona University  
Gaye Luna, Northern Arizona University**

## **ABSTRACT**

Many institutions of higher education are finding new avenues in which to attract students to colleges of education. The establishment of internet course delivery and distant educational sites is becoming more and more prevalent as colleges of education seek new enrollment opportunities. With these new types of educational delivery systems come the challenge of how to provide appropriate mentoring to instructors and students at distant sites. Now that students and instructors are geographically distributed, the traditional model of mentoring is no longer appropriate. Telementoring (e.g., via e-mail) is one way to connect instructors and students with appropriate mentors who are located miles away from the main campus. This presentation shares a new vision of mentoring for university faculty members and university students. With many universities hiring teacher educators for assignments off campus and others relocating their tenured faculty to a variety of university field sites, the examination of telementoring is timely. While mentoring has been prevalent in teacher education, colleges and departments need to think outside the traditional teacher educator box -- and utilize technology for mentoring faculty members and students who are geographically dispersed. Combining research on mentoring and technology, the presenters will share pilot experiences of distance mentoring of education faculty and students.

# Connecting through Technology Across the Educational Landscape

**Mark A. Rodriguez**  
**Marcy E. Merrill**  
**Virginia L. Dixon**

This article describes a pilot project that connects high school students with college students on the Internet in an academic mentoring program. Additionally, background about online mentoring programs is provided with a framework that can be used as a guide to assess the potential success of an ementoring program.

## Introduction to Ementoring

Ementoring (also called “telementoring” or “online mentoring”) involves experts (mentors) using the Internet to advise novices (mentees) on various topics, such as on learning, career goals, health information, and other topics. Increased interest in ementoring (Kendall, 1992; Harris, J. et al., 1996; Harris, J., L., et al. 1997; Lewis, 2002) coupled with tremendous increases in the availability of Internet access in public schools (Internet Access, n.d.), has created excellent potential opportunities for ementoring activities in schools.

The technology used in ementoring creates some advantages over traditional face-to-face mentoring programs. Specifically, Internet use in ementoring greatly facilitates communication between mentors and mentees, allowing them to communicate from their own chosen location at any time they want, eliminating problems related to traveling and scheduling in face-to-face mentoring programs. Another key benefit of technology in ementoring comes from the information processing capability of computers. The electronic communication of mentors and mentees can be saved and analyzed on computers, possibly leading to improvements in the mentoring processes. Technology may be the key factor contributing to an upward trend in the development and use of ementoring programs (Fulop, 2002).

## Quantum Man-Machine Learning

**Victor Selman, KSB,**  
The American University,  
Washington, DC  
[vselman@american.edu](mailto:vselman@american.edu)

**Ruth Corey Selman**  
NGO REP to UN (AMS)  
New York, NY  
[ShalomRuth@aol.com](mailto:ShalomRuth@aol.com)

**Jerry Selman**  
Q- ERA, Inc.,  
WPB, FL  
[jeruhe@aol.com](mailto:jeruhe@aol.com)

**Elsie Selman**  
Speech Consultant  
Arlington, VA  
[elsie.selman@verizon.net](mailto:elsie.selman@verizon.net)



*FUN IS A BASIC GENETIC INSTRUCTION  
FOR ALL HIGHER ANIMALS BECAUSE IT  
IS THE WAY THEY LEARN...HUMANS...  
MUST LEARN ALL THEIR LIVES AND  
THEREFORE CONTINUE TO PLAY AND  
LOOK FOR FUN WELL INTO OLD AGE.*  
---Control Theory, Wm. Glasser, M.D.

## INTRODUCTION

MIT's Media Laboratory has a Masters and Ph. D. Program for those interested in "creating compelling robotic creatures that communicate with us, cooperate with us or learn from us as capable partners." For specific information see [www.robotics.media.mit.edu/projects](http://www.robotics.media.mit.edu/projects).

The Danish pros have come up with the ultimate learning toy---LEGO Studios Steven Spielberg Moviemaker Set, with PC video camera and video-editing software from Pinnacle, which with Lego blocks and figures lets you build scenes and robots on a cool movie set right out of the *Star Wars* series, dub a soundtrack and edit your movie or e-mail it. The kit (\$179.99) includes actual blocks, wires, special effects gizmos, etcetera, for building even those humpback robot creatures (ATAT Walkers) from *The Empire Strikes Back*. [See [www.lego.com/studios](http://www.lego.com/studios)] And the latest is a theme park [LEGOLAND, in Carlsbad, CA] made by LEGO with 30 million Lego pieces--about 15% of all the current Lego pieces in the world--for children ages 2 to 12 with forty hands-on attractions and rides, most requiring some kid-power to work (760.918.LEGO).

Can the trademarked plastic building blocks from Lego determine strong college candidates? Can the blocks replace SAT scores or grades? Can it identify leadership, conflict negotiation and effective communication skills? Corporate communities nationwide have discovered the blocks as a means to identify characteristics necessary for top employees, says LEGO executive Michael Seabury.

At Harley-Davidson and Toyota, all new employees use LEGO blocks to sharpen their problem-solving skills. At Florida Atlantic University (FAU), Boca Raton, budding electrical engineers design LEGO Robots for robot races in Professor Daniel Raviv's inventive problem-solving class.

# **Where the Textbook Ends: Research Finds Of Student Preferences in the Classroom**

**Eugene S. Simko, Ph.D.**  
**Associate Professor of Management**  
**Maureen Paparella, M.B.A.**  
**Director of Information Technology**  
**Monmouth University**  
**West Long Branch, NJ**

## **Introduction**

We set forth in 2002 with a preliminary design to examine student attitudes towards electronic texts versus traditional textbooks in the classroom. Our interest in this topic was stirred by the simultaneous encouragement of employing electronic media in course delivery, and the varying levels of student enthusiasm students exhibited towards e-texts in our pilot study. (Paparella and Simko, 2002). Our research revealed, in a questionnaire administered to students enrolled in Information Technology (IT) courses at Monmouth University in the early fall of 2002, that student perceptions regarding the desirability and use of e-tests in class varied across a wide spectrum of responses. There was no clear preference for one or the other as representative of an overwhelming majority.

Since that study, there have been new inquiries into the subject. One study, for example, at Ball State University (Zeitchik, 2003), was conducted under a \$20 million grant to research digital media in education. The study split a class into two groups: one using print textbooks (n=40), and the other using electronic reading devices (n=51). The study found no significant differences in test scores between the student groups. There were, however, many student complaints concerning the usability of e-books.

In the area of corporate training, as well, inquiry expanded. Diane Teare, Director of e-learning at Global Knowledge, relates that Cisco did a study "where they took a number of people and had them do their certification course via both e-learning and regular classes" (MacInniss, 2003). The people who did the e-learning had the better results.

# ***The More Things Change. . .: Keeping Pace with Global Realities Using the Internet***

**TERRY STIRLING**  
**Northeastern Illinois University**  
**Chicago, IL**

## **Background**

Global education involves learning about those problems and issues that cut across national boundaries, and about the interconnectedness of systems—ecological, cultural, economic, political, and technological. Global education involves perspective taking—seeing things through the eyes and minds of others—and it means the realization that while individuals and groups may view life differently, they also have common needs and wants.

Center for Human Interdependence  
(Tye, 1990, p.163)

Global educators are remarkably consistent. Over the past half-century, the informal network of scholars interested in global and international education, has insisted that national boundaries do not contain the many systems that affect human life. They have spent much effort trying to convince others of this reality. This global argument has largely been viewed as something benign—a perspective that binds together all individuals in the human race. Implicit in this argument is the notion that if people could step back and gain a global perspective, humanity would recognize that all were brothers and sisters and, perhaps, peace would be possible on earth. Yet, this is not to imply that global educators have been naïve and overly idealistic. Much of their analysis exposed the harmful tactics of multinationals, repressive governments, and other entities, but always with the hope of promoting social justice.

Today, and especially after the landmark day, September 11, 2001, the global education argument is all too obvious. Of course, the world is connected and interdependent. In fact, no one on earth is now thought to be safe or secure within any national boundary. The belief system of global educators has now become intertwined with the pejorative term, “globalization.” Global thinking has acquired a sinister quality, angst is manifest from all quarters of the globe, and peace seems an impossible goal.

Recognizing the pall that has come over global thinking, an occasional paper published by the respected American Forum for Global Education defines globalization as “. . . the acceleration and intensification of interaction and integration among the people, companies, and governments of different nations” (Rothenberg, 2003, p. 1). An attempt is made to rescue global thinking: “A definition of globalization as ‘Americanization’ or, perhaps, the ‘McDonaldization,’ of the world presents globalization as a process driven by American consumer culture that rolls over other cultures. On the other hand, another definition of globalization would highlight its cross-cultural impact, taking into account the nature of globalization as a way cultures interact and learn from each other (Rothenberg, 2003, p.2). Any examination of history will reveal that global interaction has always resulted in both good and evil for human beings. The pace may have been slower in the past. The more things change, the more we need to clear our vision.

# **EXPORTING LIFE-LONG LEARNING OPPORTUNITIES THROUGH HIGHER EDUCATION-SCHOOL DISTRICT COLLABORATIVE LOCAL NETWORKING**

**Clifford E. Tyler, Ed. D.  
Robert Kibby, Ed. D.  
Dan Cunniff, Ed. D.  
Lead Faculty Members  
Educational Administration  
National University, California**

## **Abstract**

The National University-San Jose, California Campus has successfully exported higher education and life-long learning opportunities for aspiring and sitting school administrators, by developing professional educational programs through collaborative partnerships and local networking with nearby local school districts, by offering cohort (off-campus) educational administration credential graduate programs. This presentation will provide research information on the formation and organization of field-service Tier I Educational Administration Intern Programs, which are housed in local school districts and county offices for the convenience of students.

In this Tier I Intern Program, extensive hands-on administrative field experiences are offered for current teachers to begin their professional careers in educational administration. Also included will be a brief examination of university-school district collaboration to meet both student and local district and school administrator professional development needs through this Program.

A summary of graduate classes and field experiences offered at the Tier I Educational Administration Intern program examine the relationship of educational research and theory with practical application of content to the K-12 school administration field. Finally, E-Learning will be examined with the integration of both on-line classes and the new E-Portfolio with the Tier I Administrative Intern Program, and how it contributes to the graduate students' learning experiences.