

Is Lecture Dead?



FACIC ***focus***

Should we
nail the lid on the **coffin?** Should we
perform CPR? Should we send lecture to
rehab?

In this issue Washington State community and technical college faculty offer their ideas.

Faculty Association of Community and Technical Colleges brings faculty together to discuss and report on statewide issues, organizations and events important to community college instructors.

Lecture is Live

Dr. Bob Baugher, Highline Community College

Lecture will continue to be alive and well because it IS live. There will always be an audience whose favorite mode of learning is by listening to the live, spoken word. For example, as you read these words from me, much of what I wish to convey to you is lost because we are not face-to-face.

Who Killed Lecture?



By Bob Gentry, Spokane Falls Community College

The question "Is lecture dead?" provokes a negative response in me. If lecture is dead, we killed it!

As a student, I certainly learned from the many lectures I attended. Much of my education came through the lecture mode, and I suppose that is true for most of us.

I think it is fair to ask if we are doing lecture well. If not, then we ought to address the question of improvement rather than call for interment.

Have we ever been taught the elements of rhetoric? Have we ever been coached in persuasive speech? Do we know how to tell a story that captivates our audience? I'm afraid the answer to the above questions is NO.

Maybe before we decide that lecture doesn't work, we should actually try lecture in a more advanced form.

Many who claim lecture is dead propose we learn our disciplines by group discussion and practical hands-on experiences. Certainly we can learn some things that way. But a mature instructor who understands the nuances of the subject can add a depth and understanding that neophytes would never achieve through their shared ignorance. If, on the other

hand, the instructor is not well versed in the subject, then lecture is of no value other than indoctrination in the instructor's understanding, so nonlecture would seem appropriate.

A knowledgeable instructor skilled in the craft of lecture will attract students and always has. Lecture will always be alive and well as long as there are children who ask their grandparents, "tell me the story of ———." To deny the power of lecture is to deny the whole field of oral tradition and I think we do that to our hurt.

We ought to address the question of improvement rather than call for interment.

Lecture In A Diverse New World

Angie Caster, HighLine Community College

Lecture-based instruction has been characterized as "long the hallmark of higher education . . ." (Sell, 2000), and I think that is why the methodology has come into question. Over that "long" time, the key elements of higher education have changed profoundly: the increasingly vast amount of information on any given subject, the new electronic and instantaneous means for accessing that information, the students and the nature of the jobs for which those students are preparing. Changes in immigration patterns, the influx of women into all areas of the workforce, the U.S. open door policy for higher education access, and affirmative action to open those doors to an enormously diverse population have created classrooms which not only look radically different from those in the past, but function differently as well. And the context in which that classroom functions is global, not local.

Lecture-based instruction is "received knowledge" which depends entirely on two aspects of cognition: auditory and visual. Students are expected to listen, take notes, read those notes and the textbook, processing that knowledge in order to be assessed among several traditional ways: replicating an experiment, discriminating among answers on a multiple choice test, or writing a paper which reproduces and/or synthesizes that which is already known. Most of us who are now teaching began our learning in that way, and chances are that we were good at it since we persisted long enough to be rated experts and then chose to spend our working lives in the institutions where we were most successful. Those students who did not listen, read, write and test well were weeded out—"not college material"—and deemed suitable for industrial, mechanical or manual tasks, not information-based tasks. Furthermore, with unions and paternalistic companies, such jobs were well-paid and secure. However, the burgeoning use of temporary and part-time staff, JITT mindset, and diminishing benefits have made job security "long" ago too. And any brief look at the exploding industries on the stock market or the want ads in the local paper will support the recent claim (Weston, 2000) that by 2006 fully half of all jobs involve information management—computer skills, complex research skills, and the critical thinking necessary to complete those tasks. Yes, we, the instructors, have those skills (we hope) and can transform them into polished models to perform authoritatively to our students who

sit passively in lecture halls which may house audiences of 200 or more students; but does our A+ model guarantee that they can then demonstrate those same skills without our years of practice and expertise? Can they simply "see" and then actively "do"?

Another assumption of lecture-based learning in U.S. institutions is that it is in English and therefore easily understood by the English-speaking, English-reading and English-writing audience. Anyone who has set foot in any publicly funded college classroom in the last 10 years knows this is no longer a given.

Lecture-based instruction is "efficient"—cost-effective since so many can be "taught" by so few, material can be "covered" (that is, selected information can be spoken by the instructor and, presumably, read by the student), consistency and consecutive course steps can be ensured, and therefore time will not be "wasted" in the trial-and-error of experience. But these assumptions depend on a body of knowledge which is fixed, with a shelf-life of at least two years to publication. The computer has laid that time-lag to waste, and the Internet's freedom of access to information that has no guarantee of accuracy has made critical thinking mandatory. Critical thinking requires questioning, not simply receiving, information.

So what are we professors—we "pedagogues, pundits, dons, savants, and sages" (Webster, 1971)—supposed to profess, now that we cannot be expected to be the repository and oracle of all knowledge in our immediate specialty? The lecture is not dead, simply one tool among many for directing others in the pursuit of knowledge. The singular difference that higher education's future MUST reflect is recognition of the diverse needs of the audience we address because they are here now and knowledge does not stop being created while we stand in the pulpit admiring our own expertise.

Works Cited

- Sell, Phil. email memo. HighLine Community College. (19 April 2000).
 Webster's *New World Thesaurus*. Charlton Laird, ed. New York: Simon and Schuster, 1971.
 Weston, Mark. "To the Leaders, Innovators and Crazy Ones." *Converge* (April 2000).

Look, Ma, Still It Twitches

Richard Baldasty, Spokane Falls Community College

Good morning and welcome to the new term. No time to waste—out to the chase. Friends, Romans, angleworms, lend me your ears: this is a lecture class. 100%. I talk, you write. I opine, you transcribe. A simple, even elegant, division of labor. Me, mouth, you, finger. Am I not agreed?

Mondays I deliver a talk in preparation for Tuesday's lecture. Tuesdays I begin with a recap of bon mots from Monday's set-up; then I launch the whole damn ship. Wednesdays I summarize the previous day. On Thursday I outline the big review that occupies Friday. Friday: QED. You should purchase a different colored notebook for each day.

It works for me; it will work for you. I am a pro. If ever I am unsure, I do not speak, but if I so much as spit, I mean it every droplet. When I agree to bring a cake, you are guaranteed I intend to spread thick icing. And what I make, I eat. I am a clean plate clubber! Get used to metaphor. Brush up on synecdoche, metonymy, hyperbole, litotes. To win your collusion, I will grade inflate. I do not dumb down. Memorize the vocab.

The course is cross-listed, but whether you have signed up for it as Intermediate Urdu, Dining Room Management, or Dante to Derrida, it's all the same to me. I teach with one question in mind: what diamonds lurk in these haystacks, what rubies sleep in this kitty litter? As my answers form (faster than a speeding bullet, more powerful than a locomotive), I pace the room. With each step, new vistas for humankind.

Think of me as your scenic turnout high above the trough of time.

Now there may come the moment when one among you just doesn't get it, and so the illusion may arise that we require question time. Bosh! You may wish to vent, but it is I who will play the volcano! I need every second to accomplish great deeds; I will not be interrupted. I can scream if I must. I can shout down the skies,

spew punice to the back row.

But I digress. I have always felt rooted in my life and rightly placed; for that I am humbly grateful. I can't imagine an existence like an afternoon drive to nowhere in particular (and do thus regard the discussion sections, so-called, favored by feckless colleagues). I am sorry so many have brought aimlessness upon themselves, yet plainly pity isn't empathy.

Nor do I cotton to the oxymoron group learning. If you seek chat therapy, consult a counselor. However, lest you mistake my

objection for blanket antipathy to every practicum, my assistant will distribute gifts of knotted whipcord to all who desire to beat themselves later in private. Just don't expect extra credit.

I am not unkind. I am not preemptory. I bestow the

courtesy of assuming no student grows airy dored like the muffin brains who lecture that lecture is through, over, dead, done, rederché as the two-thousandth Elvis impersonator. Atlas Complex, they antique it. Sage-on-stage, they sneer. Jackals—I smell their envy. Is not their contempt the carrion form of flattery?

They would not expect the audience to rise up at a concert, storm the stage, and seize the instruments from the musicians. They would not demand the tsunami consult the beach. Should chef beg favor of pan?

No. We must not permit fad tinsel as invention to rob us of the tried-and-true. If we lack the courage of heritage, we shall give way to evanescent effect, for as Tierney LeClerc has warned,

To the timid
That host
Life gives nothing
Or at most
Dainty spiders
On toast.

Outline the first fifty chapters. See you tomorrow.

Think of me as your scenic turnout high above the trough of time.

Ideas and Concepts

Frank Legault taught history at Spokane Falls Community College until his death in 1991. This is an excerpt from a defense of lecture he gave in 1990, edited by Mark Doerr.

Lecture isn't necessarily the best teaching method, nor is any other method. That is not to say lecture is a bad way of teaching. Many who say so offer an assumption that a class is an interactive situation in which learning is done by expressing oneself. This is not what I understand college is about. Perhaps it is what learning is about, but we need to make a distinction between learning and education. We borrow the term "learning" from social scientists centered in psychology, and we know learning can be performed by creatures other than humans. A great many theories of teaching and learning derived from experiments with non-humans. Dolphins, chimpanzees and pigeons, for example, can learn.

Education, on the other hand, is something from which only humans can gain. Language, in its full meaning, is also a property exclusively of humans. Animals may communicate, but they don't communicate in any demonstrable way ideas or concepts. Education, then, is dealing with the grasping and explanation of ideas or concepts. This definition moves us away from the idea that learning is improved by the greater involvement of the participants. This may be true of learning, but it is not true, necessarily, of education.

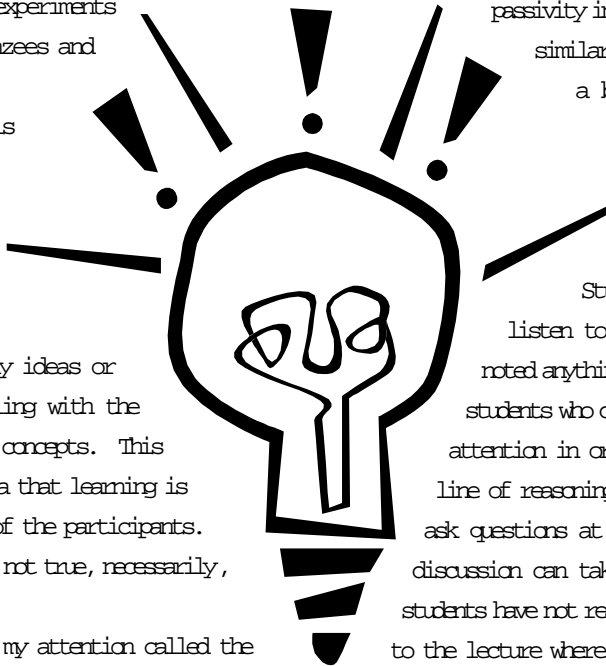
The critic of lecture who caught my attention called the lecturer an oppressor, another way of saying the lecturer is an authoritarian. But authority also means that the teacher is an authority on a subject or area of knowledge. He or she is an authority on Shakespeare, for example, or an authority on amino acids. What makes the lecturer an authority, in this case, is superior knowledge or understanding of the subject at hand. The classroom is not exactly democratic from the standpoint of knowledge. Why would someone want a teacher who knows no more about the subject than the student?

If activities in a class do not use the language in this sense then they involve simply self-expression, expressing opinions. Opinions have to be based on some understanding of the subject. How could democracy play a significant role? Is truth a matter of taking a vote? What if the class votes in a science class that oxygen is not a gas? How many think oxygen ought to be kicked out of the table of elements? That sounds stupid, doesn't it?

Another claim is that lecture makes the student too passive and that's a problem. But there are degrees of passivity. The passivity in which a student is involved in a lecture is similar to a passivity he might have when reading a book, paper or printed page. The word "passivity" implies that you are, as Aristotle said, like a blank tablet lying there inert. But we need to distinguish passivity from inattentiveness.

Students occasionally read something and listen to lectures but haven't understood or even noted anything in the book or in the lecture. Of course students who do this are not learning. They have to pay attention in order to understand and have to follow the line of reasoning, especially if the teacher wants them to ask questions at the end of the lecture. This is where discussion can take place, but discussion is worthless if students have not read the material to be discussed or listened to the lecture where the ideas and concepts were presented.

That is what lecture is – the development and presentation of ideas and concepts. Education is about ideas. How good is an idea, what is the meaning of the concept? Lectures are more than just passing on information; they are the engaging of active minds, minds actively listening to an issue being presented. It could be an explanation, a controversy, a narrative of events or simply a description of a phenomenon, but all of these require some sort of analysis and then some sort of criticism based on that analysis. Competently done, lecture that includes these elements is an effective teaching method.



Is lecture DEAD?

No.

Diane DeFelice
Spokane Falls Community College



Lecture Needs to Grow Up

Steve Quinn
Olympic College

Lecture is not dead. It is neglected, like the violin of a pupil weary of practicing. It is disregarded, like the credit card limit of a college student in love. Its purpose is lost, like a sport utility vehicle in suburbia. The common thread is not impending death but immaturity; lecture just needs to grow up. I offer three reasons why lecture is worth helping through its mid-life crisis, from the perspectives of Geometry, the Olympics, and the brothers Grimm.

A good lecture is the shortest distance between two points. Like disciplined practice for acquiring musical skill, it can hardly be done without. If students are to know something, tell it to them. The difficulty with the geometry of lecture is not in drawing the line but in determining the points. To get learners from not caring to asking questions, lecture can make a fast, effective, exhilarating, and memorable mark. If entertainment, the preservation of power or ego, or relief from preparation are included as stars to steer by, however, the line becomes a blur or scribble, and the movement stops altogether. The instrument is not to be blamed for lack of skill in its playing.

As I write this, the Olympic torch has again begun its journey, not kindled afresh at each hand-off, but passed from one committed runner to another. Lecture, like the flare, begins and succeeds as an expression of motivation and faith.

There is no more direct passing of the torch of reasoned discourse from one generation of learners to the next than lecture. In

lecture there is no sideshow or distraction; the motivation to teach and learn the material must be essential and intrinsic. Carrying the torch is its own reward. Lecture also depends upon the leap of faith that allows listeners to learn from and accept as their own the experiences of others. If students can learn only from their own mistakes, then hands-on experience is the only learning activity that will work, but then successive generations can never transcend or avoid the debts of their elders.

If lecture exists as movement and begins in motivation and faith, it ends where Hansel and Gretel left off, with a set of retracable steps. Video clips, PowerPoint slides, and other infomercials are consumed like breadcrumbs. Lecture, on the other hand, does not pretend to be cake. Some might call it indigestible; I suggest rather that lecture speaks in the raw ingredients of reasoned thought. As well as motivation and faith, it communicates vocabulary, nuance, method, perspective, continuity, and other building blocks for the subsequent reconstruction and renovation of meaning. Lecture does not abandon learners in the deep woods, nor pretend that learning is painless and prepackaged; it simply offers tools, steps, and a model for independent reflection.

Lecture is not dead; it is a brat. It needs discipline, faith, and humility to regain its place as a valued member of the education community. But then, who among us does not?

Is Teaching Dead?

Francis M. Albin, Highline Community College

Preparing and delivering a lecture may sound quaint amidst all the talk of distance learning, Power Point presentations, web pages, e-mail and the internet. Some might think that lectures are just too "horse and buggy" to ride on the information superhighway. A college class lecture probably ranks very low with most people when celebrity panel news shows and infotainment abounds on TV. If the lecture is a dying pedagogical delivery method, it is an indirect way of asking, "What is the classroom teacher's function today?" To raise the question "Is Lecture Dead?" is entirely appropriate, but the responses one hears are often very misleading and places the classroom instructor on the defensive.

People may confuse the classroom lecture with talking. Others confuse the sharing of information with colleagues and students with the complex area of instruction? I encounter this situation all the time. An instructor's class period will likely be composed of some briefings, a review or recap from a previous class session. Today, a brief lecture may set up an assignment, followed by an illustration or case situation and perhaps some small group discussions.

Instructors who have been in the classroom for the past 12 years are avid users of the new technology. Yet, skulking around classroom buildings, I still see the newer, young teachers and their students in familiar settings. This is true of the very new courses taught by staff who received their education in the recent years.

The lecture style or format will continue to be at the core of education. The lecture approach is an ever-ready fallback position when electrical instructional devices fail. The instructor's day is most often fragmented and splintered, yet a class lecture needs to be pulled together and delivered. While a classroom instructor's day does not lend itself to popular work measurement schemes found in the private sectors, merit pay schemes are still advocated by school boards and business booster clubs.

Western States' Governors have hyped distance learning as a way of delivering education on the cheap. The Internet is

captivating and the latest quick fix in education. Lost in all the new education speak are the very essential concerns about reasonable teaching load, class size, instructional day, of five hours, preparation time, and basic "instructional support." Even in serious academic seminars on the new multimedia, presenters give less than reassuring answers to tough questions.

In the education muddle is the growing reliance on part-time instructional staff. Home computers are used for schoolwork preparation and one's phone bill may reflect these. Is your college picking up the tab for this??? A school's copy machines are in heavy use. They are indicators of what is going on in the classroom and how computers, scanners and graphics are used to formulate a lecture. Today's students are diverse and a challenge. Instructors know this and use a mixture of a mini lecture, small group discussions or review/drills and some video in a single class period. Lectures will still be around but they may not look like the old days of "chalk and talk."

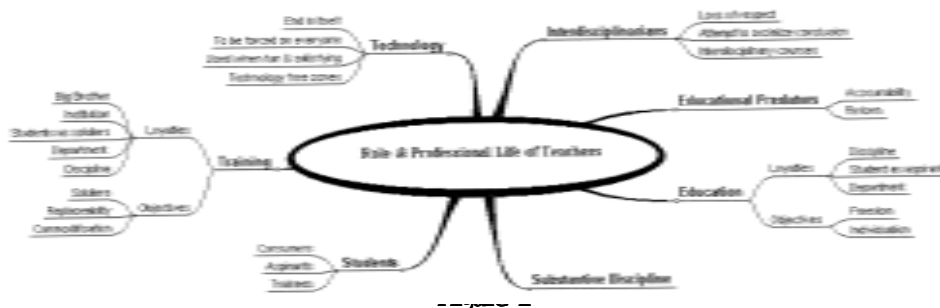
The Forces of Evil

Tony Wilson, Highline Community College

Editors Note: Tony Wilson submitted this article before FACTIC decided to use the theme "Is Lecture Dead?" He was addressing the changing role of faculty in community colleges. FACTIC decided to include Tony's article in this issue of FACTIC Focus.

The role of teachers in the community colleges has changed not at all in the last three and a half decades of my involvement. Some of the idealism of the sixties is a little muted now, but even our younger teachers are still trying to fulfill a role that may have been constant since before Socrates. Our professional life, however, has changed a bit over the last few decades. The education predators have a few new weapons, resulting from a decline away from academic values—beauty, truth, and especially freedom—towards mere employability, and from the rise of technology that we all actually need in order to function in today's world. (Your students can show you how to build your Website. They know it can be both vital and fun. They never bothered with any of the audiovisual nonsense administrators liked to show off in the sixties. Has anyone ever seen a campus wide wired-in-to-each-classroom television in use?)

Let's look at what for this discussion are the major factors, values, and entities affecting the professional lives of educators as shown in Figure 1.



First is the largely dichotomous set of values between Education and Training. Personalizing these as educators and trainers, we can look at their loyalties and objectives. An educator's first loyalty is to the discipline which is where he has his access to beauty and truth. It is the gateway to freedom which he can open for his students. His second loyalty is to his students. The students have to be second because, without the discipline, the teacher would have nothing of character to offer. His third loyalty is to the local department, his most intellectually congenial nest.

An educator's objectives are to set the student free in the field, to transmit an expertise that frees her to surpass the teacher, to make her mark, to individualize herself forever in the history of the pursuit.

Trainers, on the other hand, are here defined as having a primary loyalty to Big Brother, the institution that pays. Their second loyalty is to the commoditized student who can become a replaceable, retrainable soldier for Big Brother. The trainers' third loyalty is to survival in departmental politics. Their last loyalty is to the discipline to the extent that it supports the other priorities.

Tenure frees educators to do what they do best. Lack of tenure helps trainers keep their priorities in line with those of the predators who form the third group.

Predators often wear suits, have abandoned the discipline if they ever had one, and are in the dark about the function of the educators. Being in the dark about educational values, they are drawn toward the rational, linear, and measurable values of the trainers and their loyalties. It is hard to measure freedom, but there are many ways, including war, to measure whether training has led to a deficit of efficiency.

A fourth group is the students who may be modest and malleable but are most comfortable as consumers. As such, they don't expect to have to change themselves. As consumers of educational credits, they will politely listen to your lectures on how to swim and pass a multiple choice/true false test on swimming. An educator will lead them to become aspirants, to set them free in the academic water where they can aspire to swim like dolphins (and where possible, to surpass the teacher).

Continued on page 9

The Forces of Evil

A trainer will make sure the swimmers can deliver welding rods or explosives without opening the employer to censure by OSHA.

The predators may not go as far as the trainers but will want some kind of reform to measure swimming ability and its relevance to modern technology.

The interdisciplinarians abhor the cradle-to-grave control and tutelage by Big Brother and the trainers, but they counter it with cradle-to-grave management by themselves as controllers of their interdisciplinary courses. Some serious and talented educators find this approach very rewarding. Students find enjoyment and pleasure as consumers but are denied their role as aspirants.

Our final component is technology itself. Even serious educators have been enticed to give up perfectly adequate \$200 overhead projectors for \$10,000 computer projection set-ups. And why not? It is a lot of fun. RedVan is fun. PowerPoint and Visual BASIC are a lot of fun. If you don't know how to use your technology, you can ask your students. (And DO ask your students, lest the predators subject you to a trainer.)

Technology can be an end in itself, much as people enjoy driving or hiking even without a destination. Technology can be used when it is fun, satisfying, and/or educationally appropriate. Technology can also be virtually forced on everyone, and the failure to use it can be construed as failure to teach. Once that happens, the predators have a lever to push educators toward training. Technology forces a linearity and specificity which obscures the most needed "secret oral teachings" that actually transfer expertise and freedom to the student.

We need the evil ones. Any of us may, from time to time, opt for training instead of education. Without evil there could be no good. However, if we are to keep any real education in the community colleges, we cannot let the forces of evil win. Eternal vigilance is necessary. Already my college is giving credit for a course not in a subject or a skill, but for college 101 - how to be a student. How many weeks will it be before one of our colleges announces its desire to become a portal, a permanent rest-of-your-life vendor of all your cultural and vocational needs? No longer will we set you free. For only \$500 a quarter the rest of your life, we'll make you a member of our permanent learning community and show you how to succeed on our terms. I'd be tempted to sign up myself at the first college that has the sensibility to insure it provides certain courses that are purposely kept technology free.

Learning About The Brain

Linda Saarela, Pierce College

We are on the verge of a revolution in education due to new brain research. Education, prior to the Industrial Revolution, was uncomplicated. If you wanted to learn something, you found people who knew more about it than you did, and you learned from them. The path changed when education was standardized, along with many other products and services, during the 1800 and 1900s. Information was shared with a large number of learners in an orderly and obedient environment. However, in the 1970s, 1980s, and 1990s, the Information Age arrived and blossomed. Technology is now providing new and useful information about the brain and how people learn, leading to changes in the classroom.

Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) allows us to see inside the brain and analyze it while the person is alive and well. The electroencephalogram (EEG) gives us information about where in the brain electric activity is taking place. The International Society of Neuroscience has grown from 500 members in 1969 to 30,000 in 1998 as huge numbers of discoveries continue in the field. Educators are actively investigating brain compatible learning using research extracted from the latest techniques.

Do educators value the "right answer" or learning? If we value learning, then we ought to value the process of learning in conjunction with the result of learning. Learners are highly effective, adaptive, and creative. Learning environments ought to expand our thinking strategies and answer options, not insist on a singular approach or right answer. Quality education encourages critical thinking, alternative exploration, multiple perspectives, and creative insights. Brain compatible learning is the result.

Learners will be attentive for up to 90 minutes in an environment where they are engaged, have choices, and are encouraged to make relevant connections to themselves. Engaging learning environments occur when emotions are involved and energy is

Learning About the Brain

used; the environment allows for physical movement, learner imposed deadlines, and peer pressure. Learners are empowered when they can make decisions regarding content, timing, work partners, projects, processes, environment or resources. Relating learning to family, neighborhood, city, life stages, love, health, and so forth makes relevant connections for students and increases attentiveness.

When faced with today's brain research, educators are challenged to look at brain-compatible learning and how to implement tools and techniques in their learning environments that will improve student learning. The classroom today needs to look much different than it did 25 years ago. Think about what brain research means to you, your learners, and your style of teaching.

On "Proximity Learning"

Douglas S Johnson , Green River Community College

The mechanical whirrings of rumor have begun in earnest, whispering menacingly of the decline and eventual death of the classroom experience in favor of "telecourses" and Internet "distance learning." The soft promises of ease and convenience accompany these rumors, and so, nationwide, countless students now take advantage of these "distance learning" courses which are offered with more and more frequency, everywhere from America's most prestigious universities to its most humble community colleges.

In the 1930's, revolutionary educator/theorist Abraham Flexner wrote a scathing expose of the "distance learning" of his time, the "correspondence schools" which promised college degrees which could be earned through the mail, and during the prospective student's "free time." In the late 1990's, revolutionary educator/theorist David Noble took up Flexner's campaign against impersonal [mis]education in his now widely read "Diploma Mill" essays. Both of these writers have expressed themselves eloquently and forcefully on the matter of "learning at a distance," but I suppose I have been most impressed by what my own students have had to say about their experiences with electronic education (Internet classes and telecourses).

An alarming number of students have told me of their frustration with "distance learning," noting that such courses left them feeling stranded, unguided and without proper direction. At worst, some flatly proclaimed that they "learned nothing" from these courses while, at best, even those who found them to provide an overall positive experience (this was the minority) still sensed that something decidedly important was missing, even if they could not quite name what it was. (Interestingly enough, my Writing In The Social Sciences students write papers based on the results they obtain from surveys they formulate and administer themselves, and

one of my students this quarter put together a survey concerning technology and education; his somewhat more scientific research showed the same results as my informal conversations with students: "distance learning" is simply an incomplete and unsatisfying experience for the majority of college students.)

To uncover this certain something lacking in "distance learning" courses, perhaps we would do well to turn to John Newman's *Idea Of A University*, in which he describes the "personal presence of a teacher" as "the living voice, the breathing form, the expressive countenance... a subtle, invisible, manifold spirit... poured into the mind of the scholar by his eyes and ears, through his affections, imagination, and reason." The real life human being as teacher/mentor/guide is, according to Newman, "[the] great[est] instrument, or rather organ, [which] has ever been that which nature prescribes in all education..."

This is true because the vast majority of learning does not come from books, videos or websites: it comes from close and purposeful human interaction. Noble writes, "Whenever people recall their educational experiences, they tend to remember above all... people, people who changed their minds or their lives, people who made a difference in their developing sense of themselves."

We, as educators, have come to a point in technological history when we very definitely need to stop and bring clearly to mind what education really is: not information, not Gadgrind's "facts! facts! facts!" gained from handouts, video cassettes and computer screens-but rather meaningful interpersonal interaction which enhances real experience and makes the mind and soul more alive.

A Student Encounters A Lecture Free Class

Based on a Power Point presentation developed by Tracy Furutani of North Seattle Community College -- adapted to the cartoon motif by Mark Doerr

Durwood taps into his lecture free online class and finds the message below.

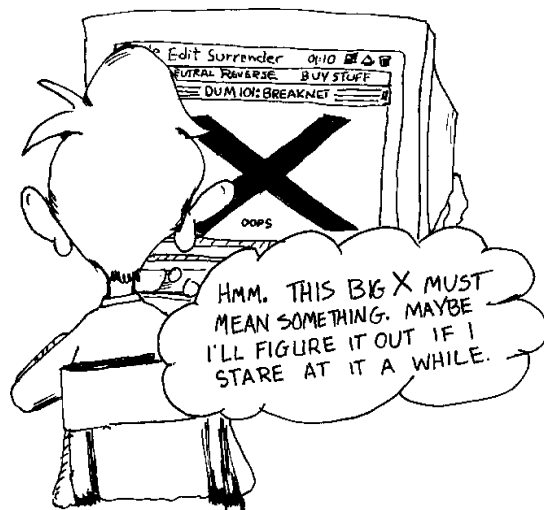
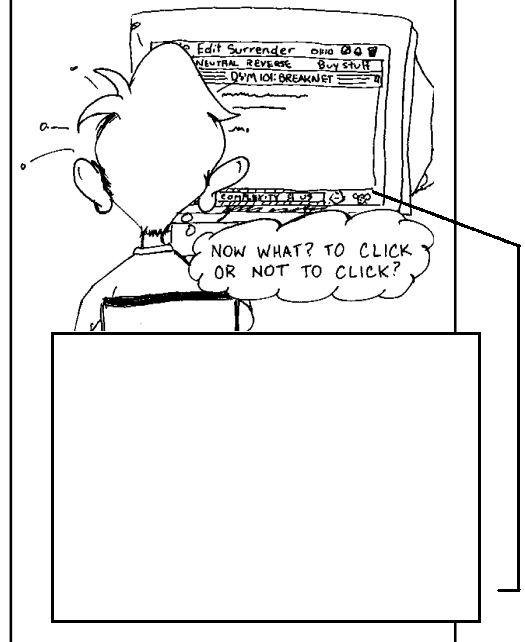


DUM101

Welcome and thank you for taking this course! To make this course as *convenient* and *flexible* for your busy work schedule as possible, the content will be delivered through a series of *web sites* and *self-guided hands-on activities*.

First, go to [the interactive seminar site](#).

SEVERAL HOURS LATER DURWOOD CLICKS TO THE NEXT FRAME.



Durwood doesn't realize the big red X means something's wrong with a Power Point slide.

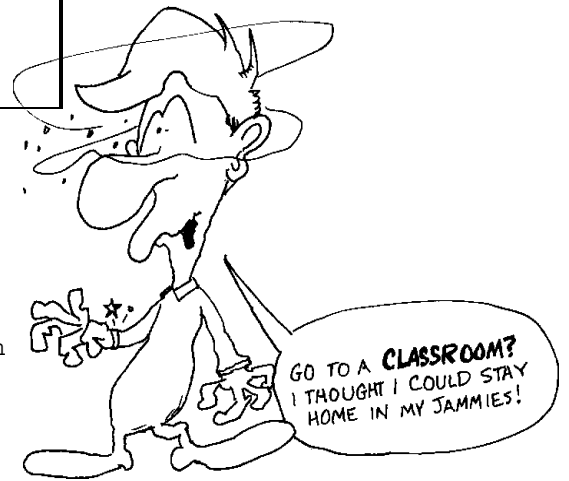
Durwood continues his adventures in online learning. Sadly, the link to the streaming video doesn't work.

SEVERAL HOURS LATER DURWOOD CLICKS TO THE NEXT FRAME.

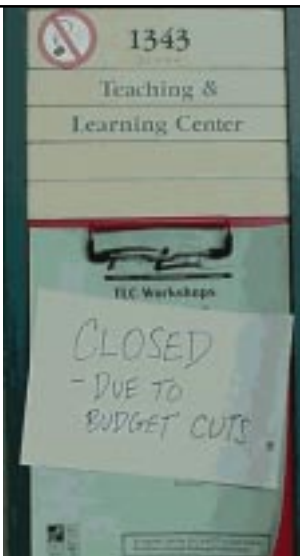


DUM101

Now go to Room 1343, the Teaching and Learning Center, for the hands-on activity! Click [HERE](#) when done.



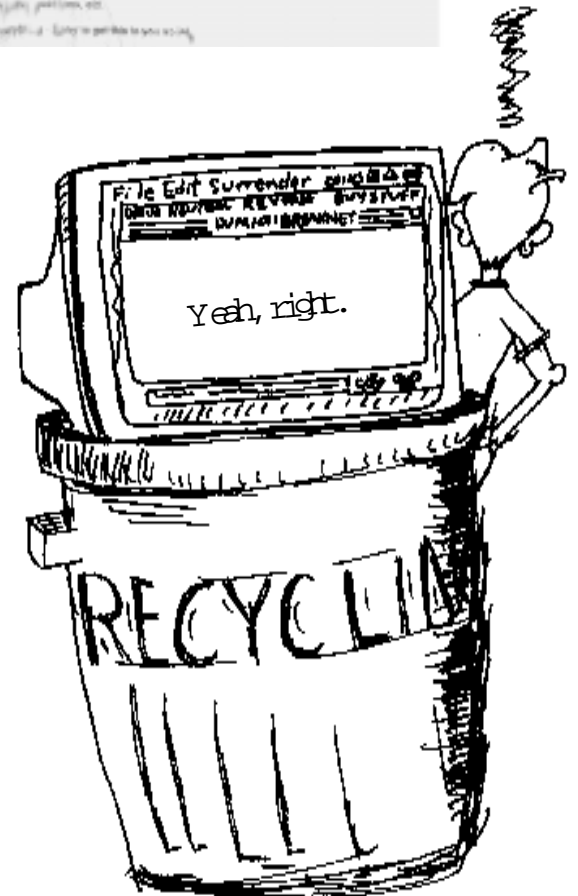
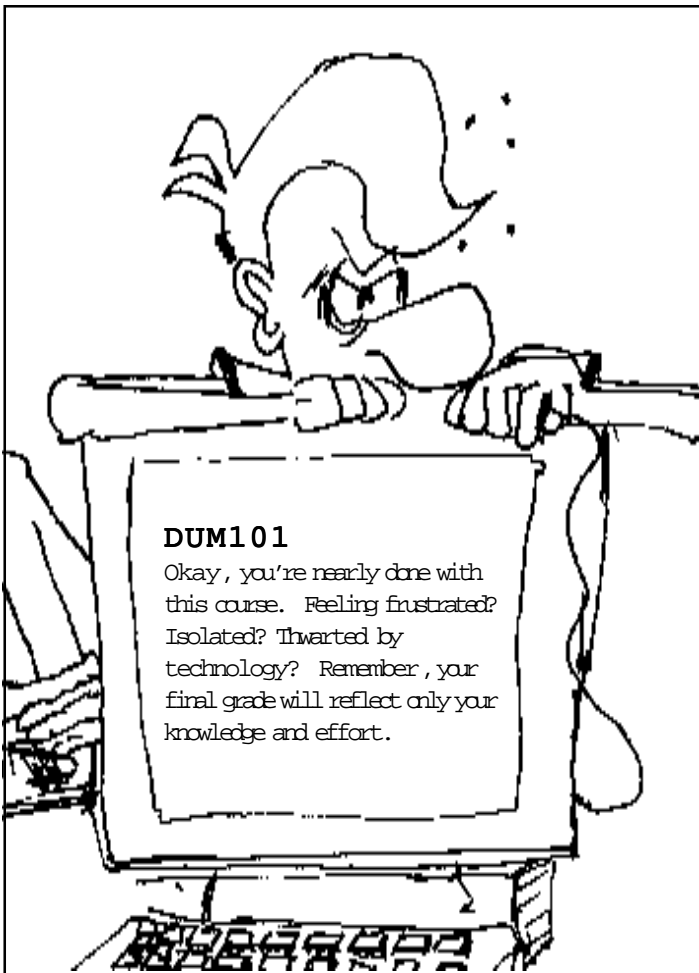
Durwood trudges valiantly to campus . . .



DUM101

Great! If you had trouble with the exercise, talk to your partner. Oh. You probably didn't have a partner. Please submit your completed exercise via **fax** at 206-55-1212. I will fax your corrected exercise back.







FACTC

FACTC Focus is a publication of :

FACULTY ASSOCIATION OF COMMUNITY & TECHNICAL COLLEGES with the purpose of presenting diverse views on faculty issues. The opinions presented herein are not necessarily the views of FACTC, its officers or representatives.

Sheri Renner, FACTC president
@ Spokane Community College
1810 N. Greene St
MS 2010
Spokane, WA 99217-5399
(509) 533-7399
FAX: (509) 533-8059
e-mail: srenner@scc.spokane.cc.wa.us

FACTC home page is on the State Board [SBCIC] site:
<http://www.sbctc.ctc.edu/College/college.htm>

FACTC Focus past issues and FACTC meeting minutes are at this site: <http://www.sbctc.ctc.edu/College/college.htm>

See SBCIC and FACTC calendar of events at the following site:
<http://www.sbctc.ctc.edu/Resource/rescal.htm>

FACTC officers:

President: Sheri Renner, Spokane Community College.

Vice-president: Jerry Clay, Lake Washington Technical College.

Treasurer: Larry Woodruff, Lower Columbia Community College.

Secretary: Phyllis Villeneuve, South Puget Sound Community College.

Editor of this issue of FACTC Focus: Mark Doerr, Spokane Falls Community College.