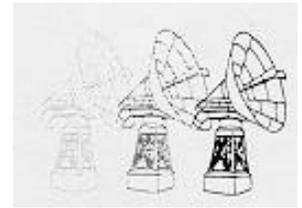


Facilitating Learning Via Satellite Broadcast- A Coordinator's Guide



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At three times in implementing learning activities- before, during and after an activity Extension educators must clearly understand their role and what is expected of them. This guide presents some of the many factors they need to consider during each of these time periods.

BEFORE THE SATELLITE BROADCAST

Setting up the technical arrangements before the broadcast consists of identifying the program to be received and the technical specifications of the mode of broadcast, setting up a room for viewing, advertising and carrying out the dozens of other tasks that go on before the broadcasting day. If you're interested in this aspect, see Section One.

DURING THE SATELLITE BROADCAST

Coordinating the learning site during the broadcast involves two major tasks:

The first is technical management on the day of the broadcast. Do you have enough monitors set up? Are seats arranged for best viewing and interacting? Are refreshments available? Do local participants have paper to take notes? These are some of the questions that you need to ask to ensure that the technical aspects don't get in the way of learning. These ideas are covered in Section Two on page 2.

The second is facilitating learning during the broadcast. Providing opportunities for local participants to share ideas and concepts, arranging for community resource people to be available for discussion and challenging local participants to examine the local relevance of the ideas presented can help promote learning. Section Three on page 3 describes the task of facilitating learning.

AFTER THE SATELLITE BROADCAST

Providing follow-up after the broadcast can include evaluation of learning, strategies for extending newly learned ideas, local initiatives creation and feedback to the originators of the satellite broadcast. These ideas are covered in Section Four on page 4.

SECTION ONE:

BEFORE THE SATELLITE BROADCAST

Arrange for the meeting location.

The meeting will probably take place where the satellite dish antenna is located. Check to see that there is a meeting room appropriate for the size group that you plan to have. Reserve the facility and make sure no other group is planning to use the room or the equipment.

Find a colleague or friend who can assist.

Who will help you on the day of the satellite broadcast? A friend or colleague who can assist with the technical details can be very helpful, especially if something goes wrong. Don't wait to identify this person at the time of the broadcast. Do it now so that he/she also can become familiar with the setting and the equipment.

Become familiar with the needed equipment.

Make a list of necessary equipment and make sure you know how to connect and turn on each piece. The list may include an overhead projector, tape recorder or movie projector in addition to the satellite receiving equipment. Trying it all before the day of the satellite broadcast and sketching on paper how everything is connected can be very helpful. Look carefully at the cables to see which ones are needed. On the day of the broadcast, they will all look alike.

Arrange for a telephone

Locate the closest telephone and make a note of the

telephone numbers that you may need to contact the agency sponsoring the broadcast or technical support for trouble during the broadcast, or for local participant call-in. You'll also want to make a note of the phone number in case others want to get in touch with you during the broadcast.

Prepare/ duplicate needed print materials.

Make copies of any support materials that will help the participants become involved with the satellite broadcast. These may include an article for them to read ahead of time or materials to be discussed during the broadcast. A simple note-taking guide, if not provided by the broadcast originator, can be created to help the participants follow along on the day of the broadcast.

Do a local assessment to check on needs.

Using either a formal survey or a less formal interview/ conversation approach, assess the degree to which people in your community are concerned about the topic of the satellite broadcast. Sometimes you may find that a broadcast has no relevance to the community. Or, more likely, you will find that only certain people are interested in the broadcast topic and its importance to the community. Try to get these people to participate. If there is no local interest in the topic, then don't go ahead with the broadcast.

Prepare/ distribute publicity materials.

Be sure to include the title of the session, the focus of the program, the location and the time (both beginning and ending times), and a short description of the uniqueness of learning via satellite broadcast. Remember to include some type of registration so that you will know how many local participants to expect.

Contact local experts to be included in the session.

You may want to have pre- and postbroadcast sessions to focus on local issues and needs. Inviting local experts to assist in answering questions and providing a local framework can help simulate local learning/ action.

Arrange for support materials.

A flipchart or easel and markers, a chalkboard and chalk, a microphone, an extension cord, masking tape, and paper and pencils can all help support the session. Once you've gathered all of these support materials, put them in

a shoe box so they're available for the next satellite broadcast.

Try a dress rehearsal

Find an opportunity for you and others involved in the program to get together and talk through the events that will occur. Guest experts can meet one another and talk about the types of questions they may be asked. Seating, location of monitors, videotaping and follow-up activities can be discussed and decisions made.

Set up arrangements for refreshments/ food.

Think through the food arrangements that will be needed. And, of course, remember to provide break times when participants can partake of the refreshments!

Check to see that you have all technical broadcast information.

It's essential to know which transponder will be used, what its coordinates are and how to make sure the dish antenna is pointed in the correct direction. Also, that the type of signal (C Band, Ku Band) that will be transmitted matches the capability of the receiving unit.

Arrange for a videotape recorder.

Recording the satellite broadcast as it occurs after the program allows local participants to review the ideas presented. Check to make sure that the sponsoring agency will allow you to record it.

SECTION TWO:

TECHNICAL MANAGEMENT OF THE DAY OF THE BROADCAST

Set up and try out the equipment

Arrive early enough to try out the equipment. The satellite broadcast will be preceded by a test signal, which may be broadcast as much as 30 minutes before the program. This is your opportunity to see that everything is working. Are you receiving the correct transponder? Are the monitors all working? Is the volume loud enough? Is the telephone nearby? If something goes wrong with the equipment, do you know whom to contact?

Check the setup of the room.

The site should provide comfortable seating for everyone and enough monitors to allow everyone to see and hear the broadcast easily. For local discussion, make

sure the chairs can easily be rearranged to allow for interaction. A good guideline to follow is to have one monitor for each 20-25 participants, positioned within the room so that all participants can easily see the broadcast. If possible, monitors should be positioned a few feet away from participants, and high enough for those in the back of the room to see the entire picture comfortably. Lighting should be ample so that local participants can take notes. Watch for glare, however, and reposition the monitors if necessary. Stand back and check the environment and make any changes that you think will help remove barriers to learning. Put yourself in the participants' shoes and look around.

Set up and test the videotape recorder.

If you plan to record the satellite broadcast during transmission, don't forget to set up the video-cassette recorder (VCR) and to turn it on at the appropriate time. If necessary, delegate someone to make sure the VCR gets turned on at the right time.

Set up the registration table.

You'll probably want a sign-in list so that you can follow up with participants afterward. Print materials to go along with the broadcast should be available (even if you sent them ahead of time, make sure to have extras available), and name tags are helpful if people don't know each other very well. If there's a registration fee, you'll need someone available to take money and issue receipts.

Move about the room during the broadcast.

Make sure that everything is going well by periodically moving about the room. Without having to ask anyone, you'll be able to hear if the volume is okay, see if there is any glare on the monitors, or notice if annoying outside noises or other things may be interfering with the broadcast.

SECTION THREE:

FACILITATING LEARNING DURING THE BROADCAST

Welcome the participants.

Introduce yourself and ask for participant introductions. Clarify exactly what will be happening during the program, when things will be coming via satellite and when there will be time for local interaction. Identify the

people who will be presenting via the broadcast. Clarify when everything will be finished. Share with the participants the total instructional plan for the session, including the satellite broadcast, activities that will precede the broadcast and activities that will follow the broadcast.

Identify participant expectations.

Help the local participants better understand exactly what will be happening by asking them to share some of their expectations for the session. If needed, resolve any confusion or misunderstandings.

Introduce local experts.

Involving some local experts in helping respond to questions or to focus the discussion on local concerns helps to localize the satellite broadcast. You may want to organize these experts as a panel in the front of the room or have them serve as facilitators of small group discussions.

Serve as moderator for local site call-in.

If the satellite broadcast includes an opportunity for your site to call in with questions or comments, you (or someone you have identified) should assume the role of moderator to help the process run smoothly. When your site is acknowledged over the broadcast, the moderator responds on behalf of the participants, identifies your site and then introduces the person from your site who will be speaking.

Encourage discussion and transfer.

At the conclusion of the satellite broadcast, or at break times during the broadcast, it can be very helpful if the local participants discuss what they've been seeing and hearing. Begin by having participants identify a key idea or concept that has been presented. (What idea did you think was most unusual in the broadcast? What was said that you disagreed with? What was said during the broadcast that seems to have the most relevance for our community?

etc.) Once the idea has been clarified, challenge participants to analyze the idea or concept. (Why is that idea a good one? Why did people react the way they did? Why haven't we been doing anything in this area? etc.) Involve the participants in identifying and analyzing other ideas and concepts that were brought out during the satellite broadcast.

Finally, when you feel it is time to start concluding the discussion, ask the participants how they could transfer these ideas to their own situation. One by one, have the participants share their thinking about the transferability of these ideas and the next steps that they will be taking. (How will you now be approaching this issue differently because of today's program? How will you be implementing some of these ideas in your situation? How can we help others in this community begin to understand these issues? etc.)

Provide appropriate structure for learning.

You will have many opportunities to provide structure that will help the participants learn. Clarifying instructions, guiding discussion when necessary, challenging the ideas of others and adding new ideas can all be helpful. Opportunities for group and individual reflection usually must happen for learning to occur. Include time for reflection.

Keep the group focused on the topic.

It's important that both you and the group have a clear understanding of the desired outcomes of the satellite broadcast. Spend some time on clarifying participant expectations and periodically remind the group of those expectations. Provide positive reinforcement to ideas that participants contribute and help them to keep the process moving by encouraging everyone to contribute.

Conduct an on-site evaluation.

You'll probably want to get some measure of the participants' reactions to the satellite broadcast. Areas to consider for your evaluation include:

- Appropriateness of facilities.

- Appropriateness of topic of satellite broadcast.
- Appropriateness of handouts/supplementary materials.
- Effectiveness of facilitator.
- New ideas/concepts learned.
- Suggestions for follow-up.

Turn everything off.

If you've done everything else, there's little left to do except make sure all the equipment is turned off (unplugged), switch off the lights and go home!

SECTION FOUR: FOLLOW-UP AFTER THE BROADCAST

Conduct a follow-up evaluation.

A follow-up evaluation will help you find out what effect the satellite broadcast had on the participants. You can accomplish this through a series of informal interviews with some of the participants or a more formal written questionnaire.

Provide feedback to the sponsoring agency.

The agency that originated the satellite broadcast should hear from you. In addition to sharing the results of your evaluation, you may want to include specific suggestions on how future programs may be improved to better meet the needs of your participants.

Send thank-you letters.

No doubt you'll want to send thank-you letters to the key people involved in the program local experts, technical helpers and the person in charge of the facility. Remember to send a note to the participants sharing your reactions to the program, your appreciation for their involvement and any news about upcoming programs.

Encourage action and reaction.

Search out ways to make sure that the satellite broadcast experience continues to have effect after the broadcast is finished. You may want to organize a discussion group, make a videotape copy of the broadcast available through the local library or support the efforts of individual participants to continue the ideas through their organizations and groups. An article in the local newspaper can help recruit participants to the next satellite broadcast.

SATELLITE BROADCAST INSTRUCTIONAL PLAN

Program title:

Originating organization (name/phone):

Day/date:

Satellite:

Test time-

Broadcast time (local time):

Technical problem telephone number:

Location for program:

Number of participants:

Program format (check all that are appropriate):

Live call-in during broadcast

Scheduled discussion breaks during broadcast

Other

Prebroadcast activities at local site

Postbroadcast activities at local site

Introduction and presentation

Local panel

Local panel

Moderated discussion

Moderated discussion

Small-group activities

Small-group activities

Presentation and conclusion

Other

Other

Local experts,

Handouts needed:

Type of evaluation to be used: Checklist Open-ended questions Interview

Type of follow-up:

TERMINOLOGY

AUDIO LEVEL: The amount of volume coming from a television speaker. Should be set at the beginning of the program and periodically monitored to make sure everyone can hear what is being received from the satellite.

DISH: The antenna that's used to receive the televised signal. Officially called a parabolic reflector, the large dish serves to focus the incoming signals on a small antenna that is suspended at the center of the dish.

DOWNLINK: The equipment on the ground that is used to link the satellite transmission of signals down to your station. (If you were sending a signal back to the satellite, it would be called an uplink.)

FOOTPRINT: The area on the earth's surface that is within the broadcast range of a telecommunications satellite.

TELECOMMUNICATIONS SATELLITE: A small transmitter/ receiver that is orbiting the earth in a constant position. It is capable of receiving signals on one frequency and then rebroadcasting the same signals on another frequency. Because of its height, the signals transmitted from the satellite can be received over a broad geographic area of the earth.

VIDEO CONFERENCE/ VIDEO TELECONFERENCE: A satellite broadcast program that includes the capability of calling the presenter(s) via telephone while the program is being aired. This allows some level of two-way communication, making it possible for viewers to get answers to specific questions and concerns.

WRAP-AROUND PROGRAM: The participant activities that take place directly before and after a satellite broadcast. These activities may include independent readings, discussion groups, panels and other events to build the satellite broadcast into a full instructional program.

SAMPLE NOTE- TAKING GUIDE

"Family Issues" Satellite Telecast
April 10, 1999

Viewer Note-taking Guide
Page 1

I. Evolution of the family

Changing roles and responsibilities

Historical parallels and influences

Opposing views

Rate of change

II. Barriers to family development

The concept of barriers

Research on family development barriers
Stein & Bonade (1978)

III. Strategies for family change

SAMPLE AGENDA-POSTBROADCAST
DISCUSSION /ACTION SESSION

"Family Issues" Satellite Telecast
April 10, 1999

Outline for Postbroadcast Session

(NOTE: Satellite transmission will be from 0900 to 1000. There will be a 20-minute break immediately following the broadcast.)

- 10:20 a.m. Brief review of main concepts presented during broadcast
Fred Jones, facilitator
Martha Smith, recorder - flipchart
- 10:35 a.m. Brainstorm/ identify areas of greatest concern to county residents
Sally Davis, facilitator
Martha Smith, recorder - flipchart
- 11:00 a.m. Group areas of greatest concern for possible action
Sally Davis, facilitator
Martha Smith, recorder - flipchart
- 11:20 a.m. Identify action team members (action teams will each focus on one area of concern and
develop plan for community response).
Fred Jones, facilitator
- 11:40 a.m. Set meeting dates/times for action team meetings; clarify expectations of action team
outcomes.
Fred Jones, facilitator
- noon Collect evaluation forms, thank participants for attending, remind about next meeting
date, adjourn.
Sally Davis, facilitator

SAMPLE EVALUATION FORMS

FAMILY ISSUES SATELLITE TELECAST

Please rate the overall program:

Very useful 5 4 3 2 1 **Not useful**

Please rate each of the three segments:

Segment One - Evolution of the Family

Very useful 5 4 3 2 1 **Not useful**

Segment Two - Barriers to Family Development

Very useful 5 4 3 2 1 **Not useful**

Segment Three - Strategies for Family Change

Very useful 5 4 3 2 1 **Not useful**

SAMPLE EVALUATION FORMS, continued

SATELLITE PROGRAM EVALUATION

Your name:

Today's date:

Program title:

Technical quality:

Video (Excellent Adequate Poor)

Audio (Excellent Adequate Poor)

Comments:

Did the video teleconference match the expectations set by the promotional literature? Yes No

Did the equipment function well? Yes No

Did information packets arrive on time? Yes No

Was the viewing location:

Comfortable? Yes No

Set up properly? Yes No

Easy to find? Yes No

Comments:

SAMPLE EVALUATION FORMS, continued

PLEASE RATE TODAY'S SATELLITE LEARNING ACTIVITY

How did you find out about today's program?

Did today's program meet your expectations? Absolutely 5 4 3 2 1 Definitely not

How could today's program be improved?

Which of today's activities did you like the best?

Why?

Would you attend another program of this nature in the future?

- Yes, similar content and format (via satellite broadcast)
- Yes, similar content but different format (not via satellite broadcast)
- Yes, same format (via satellite broadcast) but different content
- No, not interested in another like this

Comments:

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