

Session I

Broadcasting, Telecommunication and Social Development

Chairman: Hidetoshi Kato

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Chairman: Now, we would like to start the First Session this afternoon, entitled "Distance Education and Social Development through Broadcasting and Telecommunication". As situations differ from one country to another, so also the situation of higher education differs. We have in this session four participants from Thailand, the United Kingdom, Australia and Japan:

First, Professor Jumpol Nimpanich from Thailand's S.T.O.U. Professor Nimpanich is the Dean of Political Science at S.T.O.U. Open University.

Professor Keith Harry from the United Kingdom is the Director of the International Centre for Distance Learning, United Kingdom, which is situated in London. Professor Harry is the Documentation Officer for ICDL.

Sitting next to Professor Harry is Professor John Henningham, the Professor of Communication Journalism Department at Australia's Queensberry University.

Professor Koda is the President of the University of the Air of Japan.

The time allotted for each presentation is 30 minutes. After the presentation by professor Koda, there will be a video presentation on the University of the Air which will enhance your understanding of the University.

I would like to add one or two comments here. First, the paper by Professor Nimpanich is not included into the booklet. It has been distributed to you separately. Secondly, the English version of Professor Koda's presentation, which was translated from the original Japanese text to English, entails a few mistakes which were made due to the time constraint placed on the translators. Consequently, Professor Koda will be making corrections to some of the errors in the English version.

In order to stay on time, I shall proceed right away. Since we are five minutes behind schedules, please keep your time strictly within thirty minutes. First, I would like to call upon Professor Nimpanich.

J. Nimpanich: Thank you, Mr. Chairman and all of the distinguished participants.

First of all, I want to say that STOU's President can't join you at this very important

conference because of his urgent business in Bangkok. However, he extends his apology to all of you, and asked me to serve as STOU's representative at this symposium.

Secondly, in presenting this paper "Broadcasting, Telecommunication and Social Development", I do not speak as an expert on broadcasting and telecommunication, but as an academician who realizes and accepts that these technological innovations are very important to society both now and in the future.

Thirdly, before understanding to what extent broadcasting and telecommunication as communication and educational media function in the development of Thai society, what obstacles are to be faced and what must be done if social development in Thailand is to progress carefully, by using STOU as a case study on how broadcasting and telecommunication are utilized in Social Development, I would like to first clearly define the concepts of broadcasting, telecommunication and social development.

By "broadcasting" I mean "transmission of radio and television programmes," while by "telecommunication," I mean "communication at a distance or the transmission of information from one place or another through electromagnetic radiation". I will be discussing broadcasting and telecommunication in terms of communication and educational media, and how they function in the social development of Thailand. As a communication media, broadcasting and telecommunication should be directed at presenting information which helps create a persuasive atmosphere, effecting change in public attitudes, and imparting the necessary education so that the public is able to adapt to the changes being made in the development process. As an educational media, broadcasting and telecommunication should be directed towards the transmission and creation of instruction which promotes an understanding of the details of content, experiment etc.

In the case of "social development," if viewed at the macro-level, the term is equivalent to national development. However, I will consider social development at the micro-level, that is, human resource development both as an important force and recipient of the process of national development.

It is accepted that among experts in the area of communication, modern and complex communication technology has an enormous influence on the rise and smooth progress of social developments in developing countries. This includes both broadcasting and telecommunication. Thailand, in terms of nationwide, is no exception, well realizing the capabilities of communication in developing human resources. With the inequality and lack of opportunity in education, broadcasting has been widely employed.

Three types of educational broadcasting programmes are transmitted throughout the nation:

The first type is the programme for informal education. The second type is the

programme for formal education. And the third type is the programme for non-formal education.

In general, these programmes are produced by governmental agencies and institutions of higher education, including private agencies who rent air time on government broadcasting stations, these are usually entertainment or commercial related, programmes rather than general information or public service programmes. This situation has been raised during meetings of the National Public Relations Boards Division, but a clearcut solution hasn't yet been identified.

However, the Government is endeavouring to increase the use of broadcasting nationwide as is seen in the emphasis placed on broadcasting in the Sixth National Economic and Social Development Plan. This may be a result of the fact that the number of households having radios and televisions have increased.

In 1979, about 6 million households had radio. By 1985, 8 million homes had a radio. In the case of television sets, 1 million households had a set in 1979, in 1985, that number had grown to 4 million. In addition research indicates that the public, especially in the rural areas, listen to radio and watch television more frequently.

Drawing on this new importance of radio and television, STOU was established as a distance education institution with the mission to create a distance teaching system that uses a mixed media packet comprised of textbooks, work books, cassette tapes, various reading materials, and especially educational radio and television programmes. Since broadcasting and telecommunication as communication and educational media, have an important role in the development of human resources. Let us examine now STOU broadcasting serves the STOU students. In the case of radio, STOU produces 15 to 17 radio programmes of 20 minutes length. In case of television, STOU produces 30 minute programmes. The total number of broadcasts, produced by STOU are 207 radio programmes per week or 10,764 per year are 52 television programmes per week, or 2,704 per year.

STOU has ten schools, from Liberal Arts to Communication Arts to Communication Arts and a total of 522,353 students. Most of whom are seeking bachelor degrees in addition, an average of 97% of the students of STOU are employed—mostly in government serviced.

The radio programmes are broadcast daily through the radio network of the Public Relations Department by USF system from the main transmitting station in Bangkok to 11 sub-stations, from Bangkok to Mae Hong Son. And in the case of television programmes, STOU sends tapes of the programmes to local stations all over the country for broadcasting these local stations such TV broadcasting station, Channel 11, PRD channel 4, 5, 6, 7, 8, 9 and 10.

To ascertain the use of and interest in the university, radio and television

educational programming, a study was conducted of one thousand and fifty students from sixty provinces in 1987 by the System Management and Media Research Section of the STOU Office of Educational Technology. The results of the study showed that 77 percent owned radios; 47 of the students percent listened to the radio programmes, and 77 percent thought that the time length of the programme was appropriate. Of the students 84 percent owned television sets, and 56 percent watched the educational programmes.

A further study on the STOU educational TV programming was conducted of the 8,371 students in the 1988 graduating class. The results showed that 91 percent were able to receive the television signals from Channel 11 and the substation; 80 percent still watched STOU programming. Of these, 81 percent watched them in their free time; 15 percent watched only programmes that interested them, and 2 percent watched the programmes daily.

In addition to its educational broadcasting services for students, including those in continuing education, in the last ten years STOU has produced some 786 radio programmes and 78 TV programmes for the general public, consequently, STOU is playing a role in the development of human resources through its multimedia system with an emphasis on broadcasting. Not only do the majority of the students use the educational programmes as supplementary materials for their course work, hold occupations, and are self-sufficient, but the public in general also has the opportunity to watch and listen to STOU programmes, using the knowledge they gain both in their vocations and in their daily lives. To show you that the programmes, especially the TV programmes, are beneficial both to the students and to the public, I will show you video samples. But before doing that, I will explain the contents of the sample programmes.

There are four programmes. The first programme was produced for the students in the School of Agricultural Extension and Cooperatives. The content is about water for cultivation: Where water comes from; how to use water for cultivation usefully and efficiently. The second programme was produced for the students in the School of Health Science. The content concerns maternal and child health, and family planning; What are the objectives and goals; how many agencies are responsible for these activities. The third programme was produced for the students in Liberal Arts: The content is how to use English for communication; to use English in their daily lives. This programme has two parts. The first part is on how to use English in daily life; and the second part shows how to use English for communication in the office.

Even though produced for the STOU students, the general public also have the opportunity to watch these three programmes, using the knowledge gained in their vocation as well as their everyday life.

The fourth programme is the Social Service programme, produced specially for the

general public. The content is folk songs of Northeastern Thailand — in Thai called “Pong Lang”. The University hopes that when the public watch as this programme, they will get both knowledge and entertainment also, the programme will help to preserve and maintain this culture.

These sample programmes, will take about 8 to 10 minutes. Please play the video.

(Showing of video film)

That's the end of the sample programmes from STOU. I think most of you enjoyed these programmes and would agree with me that there are beneficial both to students and the general public. I think it may be for this reason that various governments and private agencies now accept STOU. Recognizing the value of the STOU programmes, these agencies have to requested these agencies develop joint programmes with university.

These agency include the Ministry of Agriculture and Cooperatives, the Police Department and in the private sector, the Bangkok Bank Limited.

In conclusion, it is generally accepted that developed and developing countries in this age of information will realize the importance of broadcasting and telecommunication in social development. Thailand encourages government agencies and educational institutions to take a leading role. However, broadcasting takes prominence over telecommunication. STOU has also assisted in the nation's social development by developing human resources and recommends that if broadcasting and telecommunication are to play an increased role, the government must have a clear and firm policy. That is, political leaders must be cognizant of the role of broadcasting and telecommunication as a communication and educational media in social development. There must be planning, an allocated budget, and an improvement of the communication mechanism so as to facilitate the raid and efficient development of the Thai society.

That concludes my presentation. Thank you.

Chairman: Thank you very much for your presentation. We should have had another channel for the interpretation service between Thai language and Japanese language. I am sorry for the absence of that interpretation service.

Those who have been involved in communication might well remember the fact that the use of communication for social development, academic has become a established domain. Communication does play a very important role.

Our Institution has a close relationship with the Thai Institution, STOU. Next month, some young staff members will be visiting STOU to conduct a joint local survey in Thailand. It is really a great pleasure for us to be have an able to welcome Professor

Nimpanich to Japan.

Now, the next speaker is Mr. Keith Harry whose institution is also very familiar to us. He will be talking about his work, documenting distance learning. I have heard his name several times, and it is really a great pleasure for us to welcome him in Japan. Professor Harry, please.

K. Harry: Thank you very much, Mr. Chairman.

It is a very great honour and pleasure to be invited to Japan to address this distinguished audience. May I thank the organizers most sincerely for giving me the opportunity to deliver this paper and to communicate with my colleagues and fellow workers in distance education.

My topic is the proper use of technology for the advancement of society, a very broad area. I address the topic from the viewpoint of an international distance education documentalist, based in the Open University of the United Kingdom, funded by grants from inside the United Kingdom and overseas, and working closely with many individuals and institutions in distance education worldwide, and in particular, with several international organizations concerned with distance education.

First of all, I intend to give you my own interpretation of the meaning of the phrases "proper use of technology" and "advancement of society" in the context of this paper. I will then provide some illustrations based on the experience of various distance teaching universities.

Secondly, I will describe briefly the development of two new major international organizations in distance education, the Commonwealth of Learning and the European Association of Distance Teaching Universities, both of whose work is closely linked with the theme of this paper.

Thirdly, I would like to describe the work of my own Centre, the International Centre for Distance Learning, which has a close working relationship with both of these organizations.

I am concerned today with the proper use of technology and the advancement of society. And I intend to take a very simplistic view of both concepts. To take the second phrase first, I equate "the advancement of society" with the promotion of educational opportunity to the greatest possible number of people. My interpretation of the phrase "proper use of technology" is not from the technical viewpoint, but from the viewpoint of appropriateness.

It is crucial, it seems to me, that technology in distance education should be employed in appropriate ways in order to achieve maximum effectiveness. I realize that the term "appropriateness" is capable of at least two interpretations in this context, in terms of the pedagogical effectiveness of individual media and in terms of

accessibility. While recognizing the importance of pedagogical effectiveness, my emphasis is on accessibility, particularly on the accessibility of distance education to students through appropriate use of technology, and on the accessibility of information to those people in different parts of the world who are responsible for providing distance education courses to students.

The concepts which the phrases “advancement of society” and “proper use of technology” represent, in my interpretation, have come together in the movement over the past twenty years towards the establishment of large distance teaching universities.

Countries with distance teaching institutions are: South Africa, the United Kingdom, Spain, West Germany, Portugal, Israel, Pakistan, Canada, Venezuela, Costa Rica, Thailand, China, Korea, Sri Lanka, the Netherlands, Japan, Indonesia, India, and Taiwan.

Most of these institutions in Asia, Europe, Latin America, the Middle East, and North America, have the objective of providing educational opportunities for adults, which are not available through existing, conventional higher education provision. All of these institutions have harnessed established, and where resources permit, developed technologies as teaching media, as supplements to teaching and student support. The same is true of many other institutions in all parts of the world, including Africa and Australasia, which operate distance teaching departments or programmes alongside on-campus programmes.

It is interesting to observe the changes which have occurred in older-established institutions in relation to technology over the last two decades, and to note how newer institutions are using technology to provide students with access to courses.

To take the Open University in the United Kingdom as an example, the first courses taught in 1971, and many later in the 1970's, had a television and a radio component to supplement the printed correspondence texts, which were, and continue to be, the principal teaching medium. Radio has to a very considerable extent been replaced in the University's courses by audio cassettes, while video cassettes are often used instead of television programmes. There are many reasons for these developments, including the rapid expansion of the University's programmes of courses, the decreasing amount of time available on national radio and television channels to the Open University because of the expansion of general programming, the comparative expense and rigid production schedules associated with television, and the popularity and potential flexibility of audio and video cassettes.

The logistics of introducing new technologies into an established system are considerable. The University constantly monitors new technologies and their potential applicability, and has recently, for example, introduced a course which contains a

computer conferencing component. This involves students communicating via a personal computer in their own homes and a mainframe computer on the University campus with tutors and fellow students in other parts of the country.

By contrast, the Open universiteit in the Netherlands, which began teaching five years ago, uses television very sparingly, and principally for advertising its courses, and does not use radio at all because no channel is available for the purpose. Study centres are equipped with hardware for students to use computer-assisted learning components in their courses. Because the Open universiteit started relatively recently, it has been able to benefit from the experience of older distance teaching institutions, and to make use of new technology much more readily than institutions with a strong commitment to older technologies. It has been particularly interesting to note the special emphasis placed by your own University of the Air on the use of television, following the establishment of the institution after many years of preliminary research.

Many factors, cultural, political and logistical, have been influential in the development of different mixes of media in the world's distance teaching universities. I would like to very briefly make a few comments on the media used in some of these institutions.

To begin with South Africa, nation now politically isolated from much of the world, there is a movement in the black borderline states to introduce a distance education network to serve students in those countries, and to remove their dependence upon the University of South Africa. The reason, apart from the political reason, for wishing to be separated from such dependence, is that the University depends primarily upon printed material and provides little additional support.

I would like to add three facts about the Open University in the United Kingdom where there has been a debate about broadcasting for several years. The first fact: It is possible to complete many Open University courses without watching TV or listening to radio programmes. The second fact: The high profile which the Open University enjoys in the United Kingdom is largely due to the University's public exposure on television. The third fact: Of the TV programmes watched by Open University students, only 9 percent are watched as they are broadcast. The remaining 91 percent are videotaped and watched later.

The Fern Universiteit in West Germany has, as one of its tasks, the job of designing innovative methods of teaching higher education. But the German academic tradition is firmly based in print. So, in practice, the print medium is almost totally dominant in the university.

The Allama Iqbal Open University in Pakistan has had a particular problem since its inception. It has had very great problems in paying the high transmission fees demanded by the Pakistan Broadcasting Corporation.

The Central Broadcasting and TV University in China has always relied very strongly on television, but it is turning now more and more towards developing additional print materials.

The Open universiteit in the Netherlands has made use of peak viewing time for television. It has used advertising during the half-time break in televised soccer matches.

Universitas Terbuka in Indonesia is, I think, of particular interest since it has utilized satellite technology to help overcome some of the problems associated with a very scattered student population.

The most recent open university to be established is the Universidade Aberta in Portugal, which was established in 1988, and will shortly be offering its first courses.

In addition to these institutions, it is likely that distance teaching universities will be established in Bangladesh and in Tanzania. All of these universities are very very different. They all have very different problems. They are similar, in that they are autonomous, degree-granting universities. I have selected them simply because they are some of the largest of the institutions which are currently teaching and which are innovating in the use of new technologies.

Two new international organizations have recently been established which are centrally concerned with the impact of technology on distance education. The Commonwealth of Learning was set up in 1988 by the Commonwealth Heads of Government, with its Headquarters in Vancouver, Canada. The organization will work in three ways to serve the 49 countries of the Commonwealth, the majority of which are in Africa, Asia, and the South Pacific. The 49th country, Pakistan, has rejoined the Commonwealth since I wrote my paper.

The objectives of the Commonwealth of Learning are:

- No. 1: To promote, encourage, and arrange the sharing of distance teaching materials and support the development of new materials to meet common educational needs;
- No. 2: To help support distance teaching institutions through staff training, through improved communications, through an information service about distance education, and through programmes of evaluation and research;
- No. 3: To help distance teaching institutions to provide better services to students by facilitating the exchange of credit and, where possible, working with institutions to improve study support systems.

The European Association of Distance Teaching Universities was established in 1987, and now has 13 members in 12 European countries. The countries involved are: Belgium, Denmark, France, West Germany, which has two members, The Republic of Ireland, Italy, the Netherlands, Norway, Portugal, Spain, Sweden, and the United

Kingdom. Five of these institutions are distance teaching universities; I have mentioned each of these already. The majority of the remainder are consortia of institutions, some of which are educational institutions, some of which are commercial organizations. This particularly applies in the Italian consortium, which includes the computer manufacturers, Olivetti, as one of its partners.

The major areas of interest of the European Association are course and credit transfer, long-term developments in distance education, the teaching of languages, and the use of technology. One of the most interesting projects in the area of the use of technology is a proposal to develop a satellite link between the member institutions of the European Association. This is designed to facilitate day to day communications between member institutions, and also to assist in possible joint course development projects.

Finally, I would like to say something fairly briefly about the Centre which I run, the International Centre for Distance Learning. Our Centre has been involved with the European Association of Distance Teaching Universities, since its establishment. We have been involved in the production of a membership directory, and the production of a preliminary version of a catalogue of European distance taught courses. This is an interest which the European Association has in common with the Commonwealth of Learning, which also has as a priority the establishment of a data base of distance taught courses. This is an area where the International Centre for Distance Learning will also be involved.

I believe that a similar interest is shared by the Asian Association of Open Universities, three of whose seven members, the Indira Gandhi National Open University in India, the Alama Ikubal Open University in Pakistan, and the Open University of Sri Lanka, are located in Commonwealth member countries.

Our Centre, the International Centre for Distance Learning, was originally established in 1978. It has been funded since 1983 by the United Nations. University here in Tokyo. Its collections are of two kinds: Documentation and computerized databases. We specialize in collecting information and documentation on distance education in countries worldwide. And we offer an information service, which is based upon these resources.

It is very much my hope that we will be able to cooperate in the future in a fruitful way with the University of the Air, which I know shares a number of the interests of the International Centre.

I am conscious that I have left out a good deal of information which I intended to convey. I have taken a great deal more time than I anticipated. Let me conclude by reiterating that it has been a great pleasure to have the opportunity to talk to colleagues. I would very much welcome the opportunity of talking further with you,

and I hope that this will be the beginning of a fruitful cooperation with your University.
Thank you very much.

Chairman: Thank you very much, Professor Harry.

We have the text of Professor Harry's presentation. I am sure there will be many questions, and we will have an opportunity to ask them during the Reception and also tomorrow during the overall discussions. So, we would like to move on right away to the presentation by Professor Henningham.

Professor Henningham is not necessarily an expert on distance education, but rather, specialist in communications and journalism. Professor Henningham will be taking a critical position against a kind of education that uses various media, and we are very much looking forward to his presentation.

J. Henningham: Thank you very much.

I would like to thank the University of the Air and the Institute of Multimedia Education for the opportunity and privilege to be here, and my particular thanks to Professor Koda, and to you, Mr. Chairman, Professor Kato, with whom I had the privilege of working on research at the East-West Center, Hawaii, some years ago. This is an opportunity for me to return to Japan where I was a student on a Mombusho scholarship some twelve years ago. And this is the first time I have been back to Japan so it's a very special experience for me.

I would like to talk about television, and my topic is "Television versus Educational Values". And in some respects, as Professor Kato indicated, I will be offering various criticisms of television as a tool for education. It was only when I came to the University of the Art and the Institute that I realized how central a part television has in the Open University of Japan. And if I had been aware of this, I may have had a slightly different topic; — perhaps talked about the dangers of some other medium. But it's too late. So, I will launch into this.

A decade has now passed since the publication of Jerry Mander's detailed critique of the use of television in modern society. Mander, who provocatively titled his work "Four Arguments for the Elimination of Television," said:

"I finally faced the fact that television is not reformable, that it must be gotten rid of totally if our society is to return to something like sane and democratic functioning."

Of course, Mander did not believe that what he proposed was really feasible, that television could be banned. Yet he argued that it was essential to at least plant the seed, that television was so intrinsically bad, that people should at least begin considering the idea that they should get rid of it.

According to Mander, television harmed people in the way it mediated experience,

and the way it colonized experience. He had particular contempt for the crass mass salesmanship of television through advertising, and for the slick and silly entertainment shows which waste people's time. He also condemned the direct effects on people's physical and mental health caused by over-exposure to television.

But Mander is perhaps most critical of the adverse effects of television's more serious content, including news, documentary programmes, artistic shows, and educational programmes. He refers to the dominance of images, to the emphasis on the vivid and the dramatic, to the avoidance of subtlety and context.

Of course, Mander was not taken seriously. His attacks seemed too broad and undifferentiated, his remedies too extreme and unacceptable.

Only a few years ago, another general attack on television was launched, this time by Neil Postman. In his book "Amusing Ourselves to Death", Postman painted the picture of modern society being destroyed. He argued that the destruction was not at the hands of external, visible aggressors, as in George Orwell's "Nineteen-Eighty-Four". Rather, society was going the way of Aldous Huxley's "Brave New World" — being destroyed by enemies within, such as mindlessness and boredom. As a radical educator, Postman is particularly critical of the impact of television on diluting the traditional values of education.

According to Postman, the curriculum of the school and the curriculum of television are entirely antagonistic. He argues television's contribution to educational philosophy is the idea that teaching and entertainment are inseparable. And I will quote from Postman:

"This entirely original conception — teaching and entertainment are inseparable — is to be found nowhere in educational discourses, from Confucius to Plato to Cicero to Locke to John Dewey. In searching the literature of education, you will find it said by some that children will learn best when they are interested in what they are learning. You will find it said: — Plato and Dewey emphasized this — That reason is best cultivated when it is rooted in robust emotional ground. You will even find some who say that learning is best facilitated by a loving and benign teacher. But no one has ever said or implied that significant learning is effectively, durably and truthfully achieved when education is entertainment."

Postman, in fact, suggests there are three basic commandments forming the basis of educational television:

The first one, No. 1: Thou shalt have no prerequisites. The fact that each programme is a self-contained package means that television is a non-graded curriculum. Postman says: "In doing away with the idea of sequence and continuity in education, television undermines the idea that sequence and continuity have anything to do with thought itself."

His second commandment, No. 2: Thou shalt induce no perplexity. He says: "There must be nothing that has to be remembered, studied, applied, or worst of all, endured. It is assumed that any information, story or idea can be made immediately accessible, since the contentment, not the growth, of the learner is paramount."

The third commandment, No. 3: Thou shalt avoid exposition. He says: "Arguments, hypotheses, discussions, reasons, refutations, or any of the traditional instruments of reasoned discourse turn television into radio, or worse, third-rate printed matter." "Thus," he says, "television teaching always takes the form of story-telling, conducted through dynamic images and supported by music." "Nothing will be taught on television that cannot be both visualized and placed in a theatrical context."

It must be emphasized that Postman is speaking exclusively of educational television programmes made for broadcasting to a general audience. He is not referring to the use of television modules within distance education courses. So, I do not suggest that the form of teaching of the HOSO DAIGAKU is in any way in keeping with Postman's commandments.

Yet, the criticisms he makes of the values inherent in educational television can surely be applied to most forms of televised instruction. The technological imperative of constructing a programme that looks good, that meets the conventional criteria of effective television by centering on visuals with much editing intervention, results in an over-commitment to the standard techniques of television with entertainment as the hidden curriculum.

As one British distance educator has pointed out, broadcast television or radio remains the easiest way to reach students or potential students. And he says that it has the major advantage of being entertaining and attractive. Thus says this educator: "It helps recruitment and motivation." If this is the best reason for using television in distance education, it hardly seems worth the considerable investment.

Among distance educators, there are different views on the effectiveness of television and other broadcast media as teaching instruments. James Taylor, for example, stresses the limitations of broadcast media as a cost effective way of teaching, particularly for developing countries. Taylor's major concession to the use of television was that from a student point of view, it may be useful to have a variety of instructional media available in order to meet the students' individual preferences.

David Sewart makes the point that an instrument like television is a tool of teaching at a distance, not necessarily of learning at a distance, because of its non-interactive nature; — the one-way communication inherent in television.

Elsewhere, attempts have been made to analyze the pluses and the minuses of different instructional media in distance education. Thus, Tony Bates has suggested a range of strengths and weaknesses associated with the use of broadcast television in

education. On the good side, he suggests television can help in the following eight points:

- Encouraging individual interpretations;
- Stimulating creative thinking;
- Providing an overview or synthesis;
- Narrative and story-telling;
- Demonstrating continuous processes;
- Modelling learning processes;
- Raising awareness; and
- Developing skills of evaluation.

On the other hand, suggests Bates, television is bad for the following seven points:

- It's bad for developing masterly learning;
- It's bad for feedback or self-evaluation;
- It's bad for analysis; — analysis of process or analysis of situations;
- It's bad for storage of information;
- It's bad for reflection or deep processing;
- It's bad for the presentation of complex ideas; and
- It's bad for the development of abstract thinking.

He cites research indicating that British Open University students have had difficulties using TV programmes of the documentary form in the way intended. In addition, from an educational perspective, many other difficulties are involved. According to Bates, "for the learner, learning from broadcast television is a difficult process. Students will need a lot of skill in using broadcast television for educational purposes. The programmes themselves need to be structured in ways that help the development of such skills, but making programmes this way tends to be contrary to the production styles generally used in educational broadcasts."

Elsewhere, Bates cites the view of Postman that "the predominant influence of television in our lives is moving society away from valuing objective, scientific, rational thinking, to giving greater importance to impressionistic and intuitive thinking," although Bates himself believes that television can stimulate creative thinking.

But he finally concedes: "Basically, no one knows. Everything may be possible, eventually, through technology. But we should ensure that what is done through technology is what we want, no less in distance education as in any other aspects of our lives."

Greville Rumble has recently emphasized how the technology of distance education can be misused by governments to achieve their own ends. And he has cited examples from South Africa, Iran, Colombia, Chile, and Sri Lanka, to show that repressive governments can, in particular, benefit from teaching programmes where

the students are kept isolated from one another, and have nowhere to gather together physically.

While all educators should be aware of such problems, perhaps the dangers facing us in modern democratic societies are not of the Orwellian dimensions of the authoritarian state. Rather, as Postman has suggested, they may be of the Huxleyan variety.

Perhaps the greatest danger of using television for educational purposes is that it completes for students their socialization into acceptance of television as totally beneficial. Use of television as a tool by educators conveys the clear message that TV is indeed a respectable medium; and perhaps suggests that television is as useful and important as the printed word in conveying information and argument.

The philosopher, Allan Bloom, in his influential book "The Closing of the American Mind", has bewailed the modern student's loss of understanding of the printed word, and in particular, a loss of the traditional use of and reverence for books. How obvious it is that television is largely responsible for modern students' failure to read!

Similarly, those of us concerned to develop students' writing skills are constantly appalled by their inability to write, including a lack of basic skills in spelling and grammar. Again, television can be blamed.

But we cannot blame an object. We cannot blame the technology itself. We must focus the blame on those of us who use and promote the technology. This is where we educators, who use television as a teaching tool, are particularly vulnerable.

One cannot realistically expect television to be eliminated, even from our classrooms and open universities. But if educators are committed to television, they have a particular obligation to educate themselves about the medium, and to pass on this knowledge to their students.

Postman seems to see little hope in the education system effectively teaching students about the media. He says: "Our schools have not yet even got around to examining the role of the printed word in shaping our culture." It's the very principle of myth, as Roland Barthes pointed out, that it transforms history into nature, and to ask of our schools that they engage in the task of demythologizing media is to ask something the schools have never done.

Yet, my own experience is that students at tertiary level are interested and fascinated by having the techniques of television revealed to them. I have found when discussing the production techniques of television news that few students in this television-dominated world are initially aware of the various methods such as the "cut-away" or the "reverse" or the "two-shot", the "noddy", or other standard TV techniques that are used to reconstruct reality. And I will explain the meaning of any of those terms for those who aren't aware of them. But the students are greatly

interested in finding out how these methods are used. And their television-viewing is, I believe, enhanced as a result. They learn the tricks and the techniques of reconstructing a reality, and I think, obviously understand the medium far better.

Hence, I argue that education is a very important way of preparing students for lives in which so much of the information presented to them will be through the television tube, as Professor Morrison suggested earlier.

My essential point is that if we, as educators, insist on continuing to use television for educational purposes, we have a particular responsibility to educate our students about television. Indeed, I suggest that courses on the social impact of modern technology should be a compulsory part of distance students' education.

Postman suggests without much conviction that educators can address the problem of television. As he points out, educators are not unaware of the effects of television on their students; but that much of their consciousness centers on the question: — how can we use television, to control education? They have not yet got around to the question: —How can we use education to control television?

If we truly believe in the importance of life-long education, it is our responsibility to ensure that we do use education to control television.

Thank you very much.

Chairman: Thank you very much for a very philosophical as well as provocative presentation. I think we were given a good stimulus for our discussion later. And I also think, that your not knowing very much about the University of the Air was in fact a plus for us, because it will stimulate our discussion.

Next is Mr. Koda.

K. Koda: This morning we received a very distinguished keynote speech that was presented by Dr. Morrison. And earlier we heard from Dr. Harry saying that he was interested in seeing the activities of the University of the Air. And Mr. Henningham said that he had some questions or doubts about the educational merit of television. And may I say, I am an individual who is open to the opinions of others. So, in my discourse today, in talking about the issues being faced by the education system in Japan, I will preface my remarks by saying; — and I was reminded by our Chairman earlier that, first of all, my text — I gave my original text too late, and thus troubled my translator; therefore, for instance, the numbers are not properly indicated in the English version. So, I will try to make each point clear as I show each diagram.

So, let me first talk about the higher education system in Japan. The figures on the diagram may be too small for you to see. This depicts the percentage of high school

students going on to university. In 1970, it was 24 percent; in 1985, it was 37.6 percent, in Japan. And in the United States, the ratio is about 43 percent. In Europe, the percentage is between 20 to 30 percent. So, we can say that the percentage of students going on to university level education is rather high in Japan. But, in 1955, the same percentage was only 10.1 percent. And it was, as I said, 37.6 percent in 1985. And in the past ten years or so, the ratio has remained stable at about 37 to 38 percent.

So, our ratio is still lower than that of the United States, but higher when compared with the figures for the European countries. That's the rough comparison that we can make. But this ratio, about 40 percent of students going on to the higher education; — whether this ratio can be said to be high enough for Japan in our own context is a different question. Just because the number here is high does not mean that the students in universities in Japan are very studious.

NHK has conducted a survey, and the upper bulk shows the high school students; which reveals how high school students are using their time during the day. The lower bulk is for university students. And it clearly shows; — what is clearly seen here is that the college students do not spend much time for studying purposes at all, in comparison with high school students.

So, then, we have to analyze why is it, then, that many high school students — in such a large percentage — are going on to universities. Japan Sociological Society has conducted a survey in 1955, 1965, 1975, and 1985; — at each ten year mark; — entitled Social “Stratification and Social mobility.” Based on the results of this survey done in 1955 and 1985, I have compared the academic background of the three generations; grandfather, father, and son. The survey only looked at the male members of the family.

At the top is information for 1955; the bottom is information for 1985. And a rough conclusion from this is, as encircled, in 1955, that there was sort of a bipolarization between a family, in which both grandfather and son only went to the elementary or the junior high school level, or the two generations going to the university level. That was in 1955. But in 1985, there are three clusters; — those graduating from high schools or from junior high schools, or from high schools and from university.

What this means is that in 1955, there was, as it were, a recycling of the generation, in that if the grandfather went to a certain level of school, the son or the grandson also went to the same level of school; whereas in 1985, the younger generation went to a school which is one level above that has been intended by his father or grandfather.

In 1955, 68 percent of the household showed that both, or at least, two generations of the family having the same level of academic background; in 1985, the ratio was only 21 percent. And in 1985, the ratio for three generations holding the same academic background was 36 percent and its ratio is much smaller for 1955, 6 percent. And in fact, in 1955, the ratio for the first and second generations have lower academic

background and the third generation has the same level of education was 80 percent, but in 1958, it was 14 percent. And in 1955, the ratio for the first and second generations have higher academic background, and the third generation also attain higher education was 65 percent and in 1985, it was 86 percent. So, in comparison between 1955 and 1985, we can say — the higher the second generation's educational background was, the higher the third generation member of family's academic background became, regardless of the level of education by the first generation member of the family, namely, the grandfather.

This was a study done by Ms. Kataoka. And she borrowed this word from Robert Merton, who advocated this so-called "Matthew's effect in Science", and she tried to look at Matthew's effect, whether such an effect exists in terms of academic background. She concluded that there was such an effect in 1955, but there was no such effect for 1985. In other words, the effect says that in a family where there is a tendency for members to attend higher education, then, obviously, the third generation member went up to an even higher level of education. In fact, this effect was not seen in 1985.

If this is not the trend in Japan, what are the factors to support the high attendance in universities in Japan? This dates from 1979, looking at our society, this survey asks the question: Who would you evaluate highly, or who do you think the society would value highly; — those with better degrees — higher degrees, or those with better competence or ability? And the conclusion was that people tended to believe that our society gave high marks to those who have higher degrees. This may be the reason why that a large number of high school students go on to university level education. And people still believe in the myth of the importance of academic qualifications.

So much for our situation in terms of higher education. We used to have a correspondence educational system that did not rely on television or radio broadcast programmes. That was before the University of the Air was set up. And the university level of the correspondence courses began in 1972, and the junior college level correspondence courses began in 1976. There are twelve private universities and 10 private junior colleges, plus the University of the Air, which was added later, offering a correspondence type education.

So, looking at only the private institutions offering correspondence courses, setting aside the programmes being given by the University of the Air; — let's take a look at the number of students. I will not cite the specific numbers-figures. But in 1985, there were about 64,000 students. And the number of students graduated in 1985 was 5,720. So, the number of people graduating from this correspondence type university education, was at 5,700, or about 1 percent of all the students who went on to university level

education. Ratios were 7.8 percent of the students who were originally involved in the correspondence courses of the university level education and 48.9 percent for the junior college level education.

Now, we will take a look at the student's motivation for taking correspondence type university education. They were involved in order to obtain some qualifications for the occupational purposes or to obtain information and knowledge to be used in their occupation; 40 percent. And students who said to obtain a college degree or to enhance their academic interests have both 22 percent. And 35 percent of these students were college graduates or university graduates. And in this case, the mode of communication was by mail or telephone, and printed materials. Radio or television came in only more recently.

So, when we studied these students who took courses through correspondence, and according to the results of the survey, non-correspondence traditional course, when they were asked whether they thought the traditional colleges/universities were open to our society, 55 percent said yes, and 40 percent said no, the traditional colleges/universities were not opened. But they felt that correspondence colleges/universities represented the openness of university level education, because 70 percent of the people answered that they felt that correspondence colleges/universities represented the openness. But when I asked whether the correspondence colleges/universities were given high regard in our society, unfortunately, the answer was that only 25 percent thought that the evaluation the society gave of the correspondence colleges/universities was high. 63 percent of the respondents said the evaluation was not high.

So, in comparison to traditional college/university education, even today people tend to believe, according to this survey, that what they are attending, the correspondence type of education system, was not regarded too highly in our society.

The University of the Air makes use of television and radio programmes. Dr. Harry stated that in our case, we were able to spend a long period for preparation. In fact, 15 years for preparation, before we actually initiated our programmes. The reason we had to spend 15 long years had to do with problems related to Japanese government's educational policies. But aside that, I would personally think, firstly, that technological innovation, which is one of the subjects today, I believe, delay in our adapting to technological innovation was the reason for this long preparation. And another reason was that people still was bound to emphasize or attach themselves to traditional way of higher education. This sort of bias was the reason for the delay.

In any case, at the University of the Air, now we have 26,000 students. We are the Liberal Arts university, and offer six majors. We will show you a video later; so I will not go into details here. But there are general education courses and specialized courses.

But there are no courses that are offered to those who would like to obtain a teacher's certificate — teaching certificate.

As student classifications, there are Regular Students who are pursuing for BA degree, and Non-Degree Students who are enrolled for one term or one year, and anyone over the age of 18 can be enrolled to study at the University of the Air. There are eight Study Centers. And in the spring of this year, in 1989, as I said, some 7 percent of the original enrollees were graduated.

The issues for us are, for one thing, that our broadcast programmes reaches only the Kanto area, the vicinity of Tokyo. We would like to see a better reach, it means the nationwide network of our programmes. And there are various difficulties involved when the University of the Air is to offer broadcasts throughout Japan. Dr. Muta has calculated what would be the cost that will be required. But before the questions of the cost, expenses, investments; and as he pointed out that our university system is more expensive in its cost than regular universities and he also stated its cost is equivalent to science departments in national universities. Since 1985, we have been conducting surveys annually on our students, helped by Professor Iwanaga, our Associate Professor.

And the results of our annual survey, in part, show, as you see in this bottom half, though numbers are small, 77 percent wanted to improve the level of knowledge of the area they were interested in. 63 percent wanted to obtain university degree; and 60 percent wanted to join the University because they can study home.

Which lecture or which course students felt the most useful; — asked this question — for TV lectures and printed text studies, students gave high marks, whereas the guidance by correspondence and radio lectures were not rated very highly by the students who took them. In many cases, video cassettes or tapes — cassette tapes are used.

In our case, we offer some 300 courses altogether. And there is a 50—50 breakdown between radio and television. And we conduct credit certification examinations on each of the broadcast programmes. And those examinations are divided into multiple choice type and descriptive writing tests. And what we have found out as a result of conducting these two types of examinations is that, in the use of TV, selective or multiple choice type gave a better result, whereas in the case of radio programmes, students did better with the descriptive written examinations.

So, it seems that television, even though there is high expectations placed on television, may not be a media that gives students an ability to write or ability to think through. And that was an impression I obtained from those results. So, this is how things stand at the moment. And I think I should be giving some of the concluding comments.

Having said all that I have said, as Dr. Morrision was saying, there is a technological innovation on one side, and there is life-long education or learning. And adaptive learning system was something that bridges the two, he said. And he gave us his iron rules of goals, one of which I understood was that we must avoid mythicism. In my own way of translating what he was saying was that the ultimate logic of life-long education lies in our being able to identify mass market. And for individual students who seek for life-long education, their needs must be grasped, and education must provide a type of learning that will meet their unique needs, though we are looking toward the mass based market.

And I do agree with what Dr. Morrision was saying this morning, and at the same time, I feel that the kinds of technological innovation we see are important in their own rights. But we must look back thirty-forty years ago where there were scientific revolutions. And thirty or forty years ago, were the universities able to adapt to those scientific changes? I think universities were not able to keep up with the scientific revolution three-four decades ago.

The "Technology Academics" written by Dr. Ashby is a book which was written thirty-five years ago. He said: The specialist studies of college/university level had to be included in liberal education, and there was a need for revising the thinking that we bring to liberal education. And time now is such that we have to once again heat the opinion of the writer of this book. Science and technology are different, but technology is something that requires a close linkage or connection between man and society. Therefore, education in technology is indispensable. Particularly, in the case of the University of the Air, which is a distance education institution, we must be able to incorporate the study of technology in our curriculum.

This completes my remarks. And with your permission, I would like to show you the video about our University; —the latest video that we have developed. Thank you.

(Showing of video film on The University of the Air)

Chairman: Thank you very much.

Since we received many presentations and reports, I am sure there are many questions that you would have on your mind. At the same time, we have two discussants with us. Since we have had a very intensive session, we would like to take a thirty minutes break. And we shall resume our meeting at 3:40.

Thank you.

Secretariat: The coffee and green tea are served in the foire. Thank you.

(Coffee Break)

Chairman: Now, ladies and gentlemen, we would like to resume our meeting. Since we will be having another event after this, we would like to keep an active discussion within a confined time.

First of all, we would like to invite our discussants to make some comments on the four presentations. Although “discussants” may sound like they are going to make long speeches, I would like them to confine their presentation to ten minutes so as to allow time for active discussion afterwards.

Professor Nasu is a Professor at the University of the Air whose major field is earth science. Next to Professor Nasu is Professor Kikukawa of the National Institute of Multimedia Education. Professor Kikukawa is engaged in the development of a visual imagery database which I think is very unique in the world. I do not fully understand what it means, but with the pressing of some buttons, something very strange comes on the screen.

Now, I would first like to invite Professor Nasu to speak.

N. Nasu: Thank you for your kind introduction. I appreciate this opportunity very much.

We have just heard very enlightening presentations, and some incisive views, from four panelists. The overall topic is the distance education through broadcasting, telecommunications and social development. As you have just heard, the four panelists based on their specialities and experiences have brought forth a very incisive and deep presentations, with many insights. Therefore, rather than summarizing what has been said which I have to say is beyond my depth, my major field is earth science; I would like to refer to my speciality, earth science, and try to relate this field to the topic of distance education through broadcasting, telecommunications and social development. Consequently, I would like to select one or two topics from my speciality.

Yesterday, as you all know we received the news of a major earthquake in San Francisco. When I was reading the newspaper in the hotel this morning, the newspaper account said that the reason for that earthquake was the San Andreas Fault. The earthquake was caused by the tremor in the longitudinal direction. When such tremors take place in Japan, it is because of the stress accumulated in the Pacific Ocean plate, submerging into the earth’s crust right beneath the Japanese Archipelago. When the stress reaches a certain point, it tries to take the remedial movement. Consequently, if anything happens, in case of Japan, it will be the tremor in the vertical direction rather than the longitudinal direction.

Twenty years ago, such a precise explanation of earthquakes would not have appeared in any newspaper article. It would have been almost impossible. During the past twenty years, however, a lot of knowledge and insight have been gathered about

the phenomena and the facts of the Earth which makes possible such an article. Also, the TV stations — NHK and others — have been giving interpretation and explanations of the phenomena, together with live broadcasts from the scene of events.

When I was a student in the university, it seemed that the Pacific was an ocean of eternity and calmness. Indeed, it has been the ocean of eternity for as long as 3,800 million years. However from 1961 to 1962, there was a theory concerning the expansion of ocean bed. It was proposed by an American scholar that the ocean bed of the Pacific expands or moves to the degree of 2 centimeters to 3 centimeters per annum. This was an entirely new idea. As a result, the San Andreas Fault was understood as moving across to San Francisco, upward in a northern direction and the western and eastern block goes downward in the southern direction. This was discovered by a Canadian professor, Professor Toldo Wilson.

A few years later, from 1967 to 1973, it was noted that the surface of the earth's crust was moving at the rate of a few centimeters per annum. This crust did not have the thickness of 10 kilometers, but a much thicker plate of about 100 to 200 kilometers. Therefore, the very famous "plate tectonics" was developed — a term that is very often referred to in TV news, radio or newspaper. These earthquake phenomena are now frequently interpreted in terms of "plate tectonics."

In 1923, there was a great earthquake in Japan's Kanto area. At that time, the reason for the phenomena was not fully elucidated. After the advent of the theory of the expansion of ocean bed and plate tectonics, the cause of the great earthquake in Tokyo in 1923 was clarified.

The reason why I am going into length on these matters is that, when I was a student in university, no such explanation was given at all. Today, in a lecture at the University of the Air, detailed explanation is given to the students. Therefore, the graduates of the universities of my generation can re-educate themselves by enrolling in the University of the Air. By following the lectures of this University, they can gain knowledge and insight concerning the outcome of the latest academic research.

Distance education makes it possible to learn more about recent outcomes of recent studies. I believe this is one expression of social development which is one part of our topic this afternoon.

People in their thirties, forties and fifties are very busy, and they do not have time to go back to the universities to study these matters again. However, by listening to the lectures of the University of the Air, they can gain knowledge and follow the new developments of society and academic research, even though they may not enroll themselves as regular students of the University. Of course, the regular students gain systematic knowledge about these matters.

A very eloquent example of this is that out of the graduates of the first class, who

graduated this year, more than 50 percent of them re-entered the University again. As President Koda, mentioned, there are six majors or disciplines in our University. Those graduates who have completed one of those majors, may therefore decide to learn the natural sciences, taking another two years after graduating from the first subject they mastered. This is a new tendency we have observed.

Professor Henningham points to the pitfall of the use of TV, a danger of which we are aware. We appreciate the caveat he sounded. At the same time, these programmes are very attractive, so much so that more than 50 percent of the graduates decided to re-enter the university.

As a consequence, those of us faculty and staff working at the University of the Air are dedicated to pursuing our academic fields to expand our knowledge with new achievements; but at the same time, we want to convey and disseminate that knowledge at large to the public.

With this, I should like to conclude my remarks. Thank you.

Chairman: Thank you very much, Professor Nasu. It seemed as if you were representing the graduates of the University of the Air.

Professor Kikukawa.

K. Kikukawa: Thank you very much. Mr. Kato has referred to what I am doing as something very difficult to understand.

I would like to try to teach him what I have thus far been doing, and what this Institute has been doing.

When we look at today's programme, this discussion time is entitled "Summary", and in the English version, we are referred to as "discussants". We weren't quite sure—Professor Nasu and myself—what we were supposed to talk about. So we decided among ourselves, that I would act as someone who would ask questions. So, I will limit myself to asking questions in regard to today's theme.

We have listened to various presentations during the morning that enhanced and deepened my understanding of the theme. I had thought I didn't like to study that I was not the type of person who really liked to study. After having listened to various presentations, however, I have changed my mind. I think I rather like studying, because when it comes to subjects I like, I work hard and study a lot. Whatever interested me was appealing to me.

There were some points today which interested me very much. "Active learning" was the phrase used by Dr. Morrison. The presentation on STOU in Thailand referred to the fact that through an open university or the University of the Air, people in a population can become more active. And Professor Harry said that information

technology can enhance access to education. Today's theme, "Technological Innovation and Life-Long Education", and "Broadcasting, Telecommunication and Social Development", — broadcasting and telecommunication, these are two different things as far as functions are concerned. Computer utilization of networks does remind us of the difference that does exist between broadcasting and telecommunication.

Professor Harry said something about the collection and offering of information concerning distant education or universities, — information concerning the type of education, the support in favour of the teaching staff, the content of the education and the accessibility to the public. These are issues which all have to be borne in mind.

I would be very happy if I can have a comment concerning this aspect of information. Various types of information have to be given to potential students, I understand.

Chairman: Who is ready to respond to that statement or question?

K. Kikukawa: Professor Harry and Mr. Henningham talked a great deal about TV telecommunication versus broadcasting, what is the type of relationship that exists between the two? Are they complementary of each other, or do they compete with each other — broadcasting and telecommunication? That is my question. — (*Recorded in Japanese*) —

Perhaps Dr. Henningham could give us some additional comments, especially because he criticized the communication aspect earlier. Dr. Harry could give us a general sort of a response to the question?

K. Harry: Would you mind repeating the question, please?

Chairman: — (*In Japanese*) —

K. Kikukawa: Yes. Broadcasting and telecommunication; — I believe the two are functionally different things. If my assessment that broadcasting is different from telecommunication is communication is right, what are the differences between the two? May I invite your comment on that?

Broadcasting and information network are different.

K. Harry: Yes. Let me see if I can carry things forward a little further.

I didn't mention the fact that there is quite a great reliance now being placed upon the use of telecommunications network for informal communication between institutions. In fact, during the tea break I was asking our colleague at the University of

the Air if he is available on the BIT system, the electronic mail system. I understand that he is. We use electronic mail both within the Open University and internationally to quite a considerable extent, both for informal communication and also in some cases for the transfer of documents.

As far as this seminar is concerned, we made a lot of use of another telecommunications device, as it were, the fax machine. We also use electronic mail quite considerably.

It seems to me that there will be some development in the area of computer conferencing, which is a system which relies upon telecommunications for teaching. Only 9 percent of the O.U.'s TV programmes which are broadcast are actually watched live. Maybe that's the point which you are picking up.

I think that this will probably result in future consideration of transmitting programmes on TV during the period when there is no general programming — during the night —, effectively. I think that's probably what will be the development. I maybe a little cheaper for the Open University to do that.

I am not sure at all that I have answered your question, but I have tried.

Chairman: Thank you. Then, Dr. Henningham, please.

J. Henningham: Thank you for those comments.

I think the point must be made that television will always be with us, and it will always now be part of education. However, there are two separate areas to consider: One concerns the nature of television within society, and the other the use of television in education, giving television more or less the endorsement, or the blessing, of the teachers — teachers saying: "Well, television is good." This will lead students, the citizens of the future, to believe that therefore television is good in all respects.

Other aspects of society which are negative are not generally used by teachers. They don't generally hand out cigarettes to children, to students, or give them whiskey, or drugs, or whatever; but they give them television. And so, anything that teachers present on use as a means of teaching is accepted subconsciously by students, whether children or adults, as being a good thing. And so, they come to believe that television is good, and never think to question it; — never think to question the impact it has on their lives or their own children's lives, the way that it takes over so many aspects of their lives. And I think it's important for educators to be aware of that.

But when you move from the general effects of television in society to the question of television within education, there is a different set of issues. And I think we would all agree that television needs always to be supplemented by other materials. And I realize that although a great use is made of television at this University, it is always in

conjunction with other materials, including written materials and with students attending classes, and having that face to face contact. Because one of the great failings of television as a means of teaching is that there isn't an interpersonal contact. And teachers who are talking simply to a television camera do not have their students looking back at them and giving them direct feedback, which allows them to modify their lecture in some way. And that's a limitation of television.

There are potential benefits of television. I was having a very interesting discussion with Professor Alfonso during the break, and he was discussing the problems with the use of television in language teaching. He suggested that perhaps with the techniques of the superb Hollywood directors who can really make a feature film, do things with television that you can't imagine conveying an impression to you that it is not what you can actually see, but it is what you cannot see getting directly into your mind using techniques of great professional skill and imagination.

If these sorts of resources could be tapped, then, perhaps television could really take leaps and bounds in the educational area. I hope that later, during the discussion, Professor Alfonso may be able to comment on this a little further.

So, thank you very much.

Chairman: Thank you. We have some fifteen minutes left. I would like to receive as many reactions from as many people as possible, but time-wise, I think I can allow only three questions. Again, I can allow maybe three people. Yes.

Would you please speak into the microphone — approach the microphone?

(Floor): I have a comment to address to Prof. Henningham. I wanted to preface my question by saying that I agree that as educators we have a responsibility to be very critical of ourselves, of the media we use. And that includes the printed word. It includes television, radio, computer assisted language.

I also believe that what Postman says in his book "Amusing Ourselves to Death" is fundamentally correct. However I disagree in the extension of argument to our use of television in distance education. I think I am on fairly safe grounds making that comment, because I come from an institution which makes very little use of television.

My difficulty is that I believe that there is a fallacy in the argument. And it goes as follows: That because commercial educational television has serious negative implications on society, and on our ability to think and develop as individuals, it follows that our use of television in distance education does the same.

To me what we are talking about is almost killing the messenger because we don't like the message. It's similar, by extension, I would say, that having had many very negative experiences in a traditional classroom, we ought to abandon rhetoric. We

ought to abandon standing in front of a class and lecturing. Although I may be over-emphasizing my point, I think that is a logical extension of the argument.

Surely the question ought to be how can television as a medium improve what we are doing, in teaching, and hence the ability of our students to learn.

In my own field, language teaching, there are many uses of television, whether it's at a distance or whether it's in a classroom, which simply cannot be duplicated by an instructor or by the printed word. I think of the use of television to enhance and to bring the culture and the everyday situation of a foreign country and culture into the classroom and into the minds of the students. Those types of use of television, for me, are pedagogically sound and pedagogically have an advantage, which printed word or other media may not have.

I would like us to be critical of everything we do in distance education, and to look for the best medium for the purpose that we are engaged in, which is better educating our students.

Chairman: Thank you. John.

J. Henningham: I agree. I think this is correct, that all media which we use must be subject to evaluation and examination and criticism. And this is very true.

I use television myself in teaching, in classrooms. One thing I always notice with television is that whenever you come to a segment where the television monitors are turned on, the students always seem to relax, and there is an air of excitement and interest that has a motivating effect. It's probably because since childhood, or since they were babies, television has been a form of entertainment. So, once the television is turned on, they seem to move into a different mode. And that doesn't have to be a bad thing. The whole purpose of education is variety and changing the situations of teaching.

However, I suppose my main point is that we must be in control of television. We use it for the good things that it can do by bringing pictures into the classroom that otherwise couldn't be brought to the attention of our students. But we must do it where we are the masters of the situation, and the television is not the master of us. I do know of teachers who will simply put on a videotape, let it run for an hour, and then walk out of the classroom, and that's it. I don't think that is good use of television, we should use the television as our subject, and use it under it under our control.

I certainly agree with your general criticisms that we must look at all our media. All of them have shortcomings and all of them have advantages — but we must remain in control.

Chairman: Professor Kida, please.

H. Kida: My name is Kida from Dokkyo University

I was very much impressed by the series of presentations this afternoon. In the interest of time, I would like to confine myself to one major point based on what Professor Henningham has mentioned. And I would like to invite his comment.

I think it was the time when I was a university student that I was reading the German Philosopher Nietzsche's writing: Reading a book is not studying. Therefore, one should not deceive one's self by reading books. It is only a stick of match. The stick of match cannot create fire, but only give the illusion that it can set a fire.

So, there are the merits and demerits of TV. The demerit aspect is very similar to what Nietzsche mentioned about reading books. Of course, TV and the printed media are different, but in the essence of learning or education, they may be very similar.

Of my comments, I would like to invite your observation. Also, a few years ago, there was a very interesting occurrence that took place here. Immediately before the opening of the University of the Air, we had a symposium discussing what sort of lectures would be best suited as lectures for the University of the Air. Citing actual examples of various programs, we solicited the views of the participants. Very unfortunately for all the University professors, the result was that when the program was a professor just giving a straight talk, it was most uninteresting. However the documentary programmes produced by a TV director was found to be most interesting. All the professors were taken aback by the results.

Children or students nowadays have been fostered and reared up to think that way through TV. In other words, the ambient of TV is more predominant, and they are more prone to respond to the TV or the documentary programme while the straightforward format of giving lecture would simply put them into sheer boredom. That symposium clearly put forth that result by asking those questions.

Now, I think it's a very difficult question. You mentioned, that rather than controlling the TV. How should we best lead and guide those youngsters being controlled by TV? This, I think, is the crux of the issue for the broadcasting education.

J. Henningham: Fine, fine. As far as the printed word is concerned, and Nietzsche's comment, that also reflects the fact that when printing was first invented, there was a controlled exercise upon them almost from the beginning by the authorities. Because printing was seen as a great threat to the established systems; —to the rulers. Of course, we know that even today, in authoritarian countries, there are severe limitations on ownership of printing presses, photocopying machines, and so on. They are still very rare in countries like the Soviet Union. The printed medium, any means of

distributing information in large quantities, can be dangerous to authorities in an authoritarian state.

In terms of television and students, I thought that you were reflecting the same sorts of concerns that are now coming through the literature about children's relationship with television and how this develops within them as they grow.

I think one point that's interesting is that universities continue to use the traditional methods of lectures, although there is evidence that it's seen as more boring by students, and they would rather watch television yet, they continue to use these methods. Is this because universities are innately conservative and because teachers are innately stupid and unprepared to listen to the evidence?

Well, perhaps to some extent. But I would like to think that the traditional method of giving lectures will continue, and that we won't give our education system over entirely to open universities with students doing all their studying at home, in front of a television set. There will continue to be a great deal of contacts in the traditional way between teachers and their pupils.

Chairman: Yes, please. Mr. Saito.

O. Saito: I have a question for the Professor from Thailand.

In the developing countries, especially in a country like yours, how is distance education introduced? What is the status of that kind of education in the higher education level? What is the percentage of those people who attend courses of distance education among the same age group people of the total population?

J. Nimpanich: In case of the number of the percentage of who attend course of STOU. Firstly I waited to compare with the conventional system.

At the conventional universities, the number of the students is smaller than the STOU's university. As I presented this afternoon, I told you that the number of my students is more than half a million, while the conventional university such as Chularonkorn University has the students of about 10,000. So, the numbers of our students are more than the conventional universities. Secondly, the age of STOU's student is about 30—40 by average.

O. Saito: Thank you very much. But what is the quantitative weight that it has? Hundred thousand versus five-hundred thousand? In the higher education level, what is the weight that distance education plays in higher education in your country? Qualitatively.

J. Nimpanich: The quality of the students?

O. Saito: Yes, that is fine.

Nimpanich: The result of the recent research showed us that the quality of STOU students, when compared to the conventional universities, is the same. There are many indicators to show this. One of them is the number of our students being able to enter the graduate school like other students from conventional universities. This is one of the indicators to other the quality of our students.

Chairman: Thank you very much.

Chairman: Maybe, perhaps, one last question from the audience. Yes.

O. Takenouchi: Takenouchi from Osaka University of Foreign Studies.

There has been discussions some very interesting concerning the use of television for providing lectures. TV vis-a-vis printed media was the subject of discussion. And I think it is an important subject.

One of the discussions was that underlying all this, there is an element of entertainment in the use of television. And I agree with that line of thought very much. When you think about pure study, you have to read a printed medium through your own eyes. And I think there is a basic need for the students to use his own eyes to read printed medium. It's not that television programmes are good or bad, but the important thing is that there is a good, solid text; so that by reading a text repeatedly, one really is able to learn.

Of course, TV has a video medium and video can be watched many times -- repeatedly. Consequently, the same thing could be attained. However, I think it comes back to the need of reading books. If you try to search only the places you want to watch on video, it takes time. With books, you can read sections of a book that you really like to study many, many times.

Mr. Kikukawa said that he now thinks that he really hated education; and not learning. When I watch television programmes these days, and I will say that I am a mathematician, that I have never liked things that were literal in nature. I never liked Japanese language studies. Yet on television, there are very interesting programmes teaching the Japanese language. There is an entertainment element in some of the programmes that attracts my attention.

I think the important point about television programmes is that they can be attention catching. In terms of the distance education, I think that's the important

point to remember. In the final analysis, may I invite Dr. Harry for your comment on this point?

Chairman: Do you have any comments?

K. Harry: Certainly, yes.

I don't think it necessarily has to be a case of TV versus print. It is possible for television to carry the teaching message, of course; as -- the principled teaching method in a distance teaching institution. But it is also possible that TV may be used as a supplementary medium. And I was just jotting down a couple of ways in which television might be used. For example, it may be used in mathematics, to demonstrate the use of graphics, which may not be possible for a printed text. It may be possible to take students through television into a scientific establishment, to which they would not normally be admitted. Or, again, it may be possible to demonstrate an experiment through which a student may kill him or herself at home.

So, I don't think it has to be a case necessarily of TV versus print. There is room in an integrated system, for the use of the two.

Chairman: I think time is running out on us. So, with this, we would like to bring this session to a close. We shall be having a Reception afterwards, and we have another day of discussion tomorrow. So, there are many opportunities for face to face discussion.

There is one oversight on my part. I should have introduced myself at the outset. And so, before concluding, let me introduce myself.

My name is Kato, the Director of National Institute of Multimedia Education. Professor Fukui, the Head of Research and Development Department of our Institute, has been in charge of overall organization. Professor Fukui also did not introduce himself either. So, there are lots of oversights on our part.

Professor Fukui.

Y. Fukui: Well, please excuse me for not introducing myself. But we shall have Reception at 4:30 in Wakaba Reception Hall of the University of the Air. Please follow an arrow, or a sign, that is at the other end of this complex.

We will start our Session thirty minutes earlier, at 10:00. The registration starts at 9:30.

So, with this, we have successfully concluded the first day of our discussion. Thank you.

Secretariat: Some household announcement.

You can walk outside to the Reception Hall, but because it is raining outside, please go through the hall and corridor of the building complex. There are signs leading you to the Reception Hall. So, please follow those signs. At the Reception Desk of the Wakaba Reception Hall, you can check your belongings.

Thank you.