

ADDENDUM 21: EXCERPT FROM LEARNER INTERVIEW TRANSCRIPT

1 And do you [phone]?

No, when they say we must phone and there's no contact ... phone eh, like when you phone, there'll be like some days when you phone they'll find time and present the lessons and some days there'll be no time like maybe we'll be out (unclear)...like I don't know how to explain it (laughter)

2 Help her?

Why do we have to phone we watch our lessons in the libra (sic) and the phone machine is inside the office so he said we won't be able to see the section then it's going to be a problem because you just phone in you won't be able to see the solution at the same time

3 OK so there is not a phone in the room?

Yes// Ja

4 OK And the lessons?

The lessons were.....were good.

5 Does the presenter ask questions?

Aah, no

6 No? OK

They only (inaudible) ?? It is a problem for us to ask them maybe later we can ask the teachers They put in charge with us for that lesson, Ask the question then maybe we can ask them to the question then most of the time the teacher just ask the questions to the presenter. We only answer them ourselves when people discuss.

7 Amongst yourselves? OK and your feelings?

I think by phoning is just a waste of time because the time you phone the lessons goes on and then you will miss it..

8 So that's a practical problem, Thanks. OK. What lessons did you watch?

Hmm, the lesson is good but I think the involvement is too everything ...you can write down everything so that you can answer the other person who helped listen with themAhmm.

9 Is it a problem that you get the lessons in English?

No (collective answer)

10 It is not a problem, (collective murmur) Not? (Ja-ja.) And you understand the presenter's English?

Yes we do (collective agreement)

11 They don't speak too fast? (No) Your comment?

Well, I think the lessons are good because maybe if our subject teacher is teaching in class??? maybe I understand 50% of the work and so now I start attending the

lesson maybe a percentage like.....it gives me a high possibility to pass and improve my marks.

12 And how do you think your teachers feel about the extra lessons being offered in the afternoon?

They feel good because if they didn't feel good we won't like watching the lessons.

13 OK So you don't think they are threatened.

No (collective). I think they feel good because we will be able to (hesitation) increase our marks and (inaudible)?? **OK** I think a lot of burden it taken off them so that they are asking their afternoon that's why because they will want to have to explain most of we can see the lesson and if we have any questions maybe we can back back to them again

14 And they still do work in class? They don't sit and say ag, no you are going to watch in the afternoon?

They still do their work

**ADDENDUM 22: AUDIO CLIP: EXAMPLE OF LEARNERS' ENGLISH
PROFICIENCY**

ADDENDUM 23: ANALYSIS and EVALUATION of VIDEO TAPED PRESENTERS' INSTRUCTIONAL BEHAVIOUR

Presenters	Appearance	Preparation	Immediacy behaviour		Delivery	Language usage	Knowledge of target audience	Elicits interaction	Use of media	Information transfer	System design	Most pleasing	Most annoying
			Verbal	Nonverbal									
English													
E1	Immaculate but colour jacket too light	Very thorough but no ITV structure Learning outcome not evident	Invitational speech Motivates	Friendly smile, animated face	Satisfactory pace; monotone at times No pauses, word bridges	Appropriate Some low frequency words	Nil Inappropriate pictures and examples Talks L1	None	Fair, font too small, uses caps. In parts,	Dense Just talks, no show or do! Learning outcome?	Zoom in on text, more face, less fingers	Appearance	All right? Inappropriate content & examples
E2	Neat, simple	Very thorough but no ITV structure Learning outcome not evident	Pedantic, Motivates Uses "you" often	Animated when relaxed, threatening at times	Muddled cannot do so many different topics in same transmission Steady pace	Appropriate	Appropriate expectations Imagines them when she talks	Many rhetorical questions	Fair font too small blue paper does help glare	Useful for those who know their work	Camera badly positioned, clock too Zoom in on text, more face, less fingers	Appropriate pace, Knowledge of set works	Continual glances at clock, Topic shifts, muddled papers & explanation Pedantic tone
E3	Attractive but chunky jewellery	Thorough but could have more structure. Sharpen definitions.	Invitational "I'll wait for you"	Friendly	Formal, nervous but no distracting mannerisms	Appropriate Some slips Low frequency words Clear diction	Avoid technical language	Chatty style maintains contact with viewers	Type is large enough,	Too much too fast Too theoretical? ?	Camera work clumsy- show written explanation not head Use wide angle	Uses good examples A competent performance	Fringe too long
Maths													
M1	Appropriate but hair distracting	Very thorough	Invitational speech Inclusive	Gentle voice	Very good pace	Much jargon No pauses No word bridges	Assumes much prior knowledge	Invites phone ins Student in class ☺	Neat, clear colours useful	Successful	Hammering Zoom in Show calculator Adjust camera	Invitational speech A GOOD ITV presenter	"Right everyone?"
M2	Acceptably plain	Very thorough	Invitational speech Inclusive	Animated	FAR TOO FAST	Much jargon No pauses No word bridges	Assumes calculators But not log proofs	Excellent attempts @ IA with peers & content	Check P/point colours OHP OK Spelling mistakes	Too fast	Show calculator	Right attitude & ITV presence MUST slow down!	Speed!!
M3	Immaculate	Very thorough but far too much	Invitational speech "Maths is fun"	Could smile more often	FAR TOO DENSE	Much jargon No pauses No word bridges Extraneous English Several slips	Knows rural learners but does not teach with them in mind (use colour pens)	Expects viewers to be working with him rhetorical questions. Time to draw graph	Font too small & out dated handwriting to small colours not distinguishable Too much on one paper	Unless learners knew ALL concepts and were revising - NONE	Too much voice over	Thorough preparation, enthusiasm Neat appearance	"Boys & Girls" Speed of delivery Making deliberate errors "Obviously", "its so easy"

Science													
S1	Neat, casual	Evident	Inclusive language	?	Too fast	Many inaccuracies	Nothing specific	Few rhetorical questions One activity	Illegible small	Average	Too little face, hammering annoying, Too much faceless voice	Enthusiasm	Inaccuracies illegibility of explanations
S2	Immaculate	Very thorough	Invitational,	Smiles, gentle voice	Excellent pace	Appropriate some slips	Assumes prior knowledge Does try to make it applicable	Few rhetorical questions	Font far too small hand writing OK drawings help understanding	Successful	Camera should zoom in, more face	Pace of delivery Systematic design	slips
Geography													
G1	Immaculate	Thorough and structured	Explanatory rather than invitational	Should smile	Too fast, no pauses or transitions	Uses plenty of jargon	Assumes they know concepts but also covers work already done	None	Uses PowerPoint but font too small, colours feint, uncontrolled use of mouse Lots of visuals but magnification not exploited	Too much at once Talk and tell	Camera should zoom in on visuals	Good SAE accent Visual material	Does not connect with viewers

ADDENDUM 24: EXAMPLES OF ASYNCHRONOUS INTERACTION

1 E-mail from learner being home schooled

Hello!

I have been watching *TeleTuks* from this year and I want to thank you for broadcasting it. I am 17 years old and I am doing home-school through Sukses College and last year I was still in regular school (at the beginning of the year) but we decided on the home school. At the time I was in gr-10 but then I jumped to gr-12! We have split the year in 2 so that I do 3 subjects per year. The *TeleTuks* has really helped me because I do not have a teacher at home to help explain things to me, but the teachers on TeleTuks have helped me.

Thank you!

I was watching the Winter School English Exam tips on Friday 29 June and the presenter was talking about the marks.

Oral 60 marks

Portfolio/CASS 80 marks

Final exam 160 marks

I was wondering what to do, seeing that I am doing home school! I haven't done any oral and I probably won't not to mention the Cass marks. How will I acquire that 140 marks?

I suggested to my father that we also contact my college.

I have also inquired about the Comprehension Work Book and I have been told that I will receive further info via e-mail.

Thank you once again for the help on the T.V.!

2 E-mail sent from viewing venue

Dear Mrs. E Ferreira

These are the questions that we have prepared for today's lesson since we cannot get through to you as the phone is always engaged.

Newton's laws of motion

1. Why is it easy to throw a tennis ball up than a sac of maize?

2. What makes a car move at a car move at a zero acceleration?

3. An astronaut lands on an approximately spherical asteroid (a small planet) of radius 2×10^5 m. He finds that a 5kg mass released from the rest at a height of 4 m takes 4s to reach the surface.

Calculate (i) the gravitational acceleration of the object while falling, and the (ii) the mass of the asteroid. Could you please send us notes on gravitational law through the e-mail (above address)

From *TeleTuks* students
Edupark.

ADDENDUM 25: AUDIO CLIP

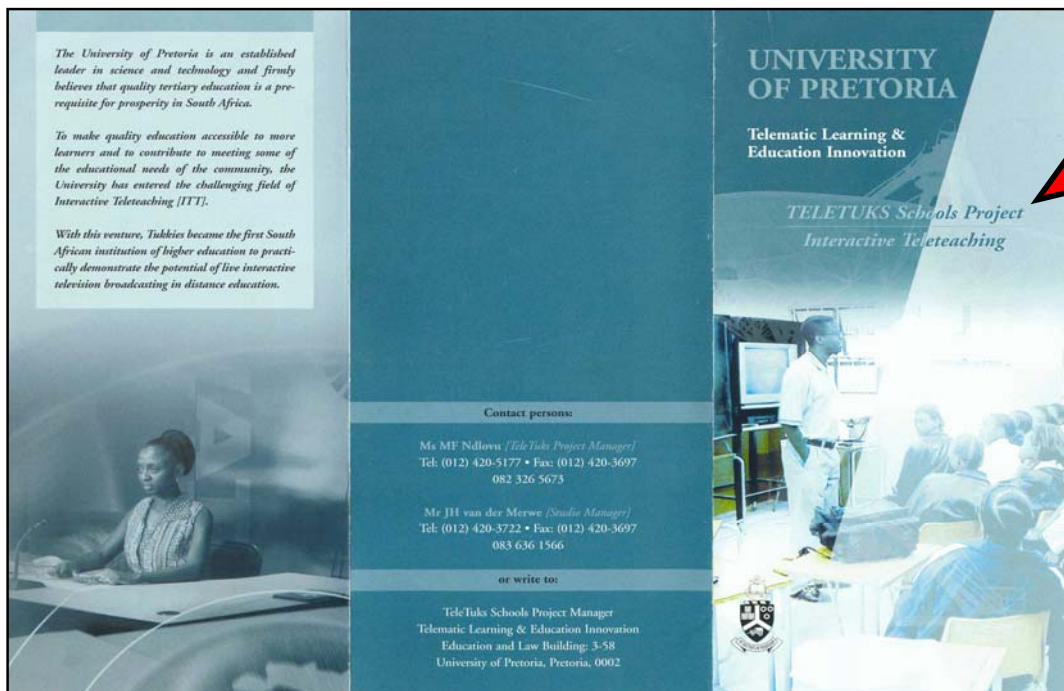
ADDENDUM 26: STUDIO LAYOUT and TECHNICAL SPECIFICATIONS



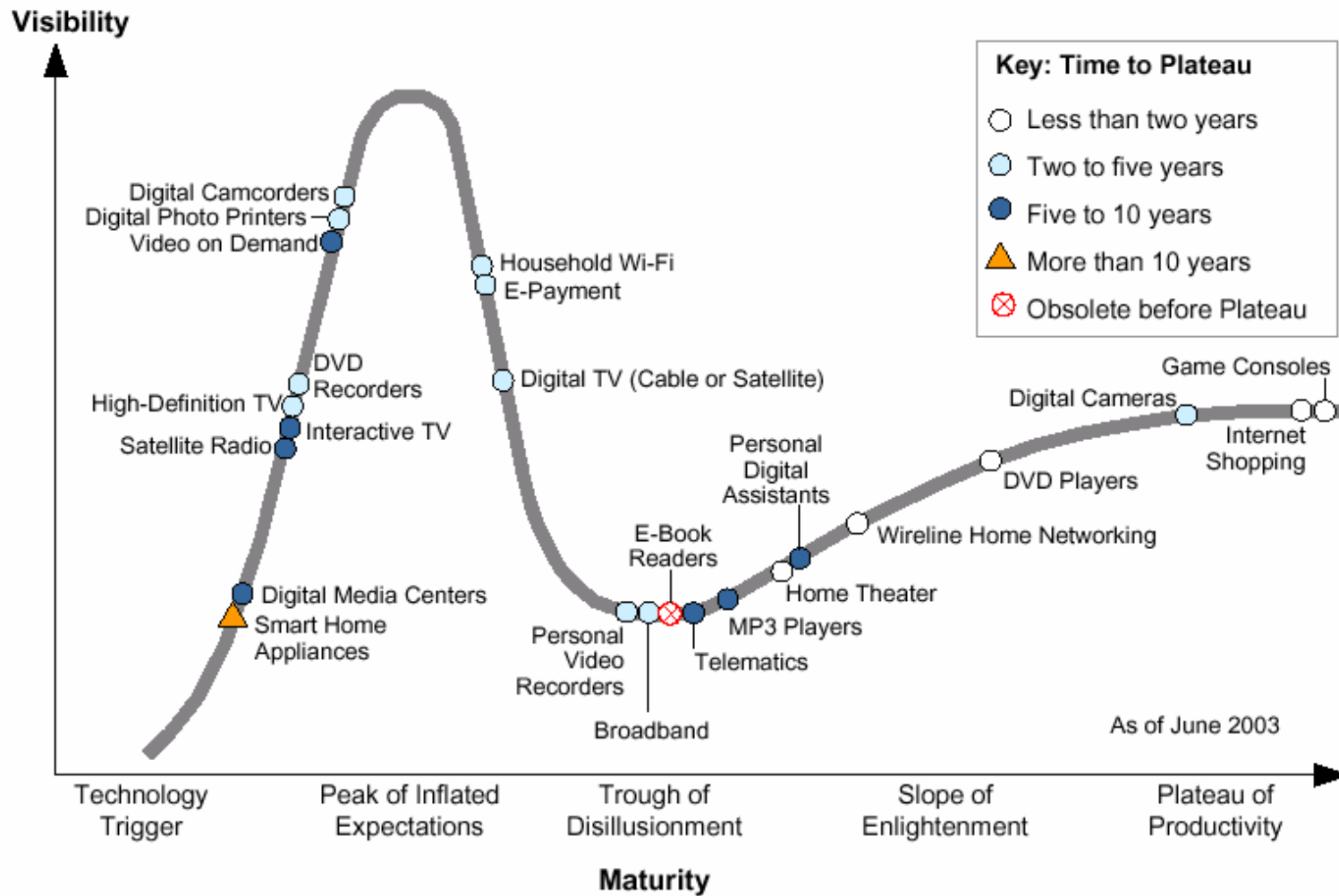
Table A26: Equipment available in TeleTuks educational studio

Function	Equipment available
Visual shoots/ recordings	<ul style="list-style-type: none"> • 3 X Sony 3 CCD studio cameras fitted on remote controllable heavy-duty pan and tilt heads • 1 X Sony 3 CCD overhead camera fitted on remote controllable heavy-duty pan and tilt head
Lighting	<ul style="list-style-type: none"> • 2KW Freschnell lights with barn doors • 1 KW Spotlights with barn doors and flood facility • Fill lamps and soft boxes • Extensions and pentoraphs for light supports • Defusers and scrimms for soft lighting • Coloured gels for different lighting effects • Dimmer control units
Sound	<ul style="list-style-type: none"> • Dynamic lavalier (lapel) microphones • Power supply Phantom power approx. 3.6 mA or supply voltage 9 V battery (switchable) • Pickup pattern - Omni directional • Frequency response 30 - 20,000 Hz
Audio mixing	<ul style="list-style-type: none"> • TASCAM 24 CH audio mixer
Video mixing	<ul style="list-style-type: none"> • FORA VPS 300P8 CH mixing desk
Input sources	<ul style="list-style-type: none"> • BETACAM SP, DV Cam, Super VHS and VHS, PC with composite output screen card for running PowerPoint presentations
Character generator	<ul style="list-style-type: none"> • Inscriber generates intro slides, lower thirds, chyron, and caption crawler
Telephone links	<ul style="list-style-type: none"> • 10x incoming telephone lines, patched through to presenter's monitor
Control room	<ul style="list-style-type: none"> • Minimum of two crew members depending on type of broadcast
"Green room"	<ul style="list-style-type: none"> • Movable wooden unit in corridor outside studio affords presenter privacy prior to broadcasts

ADDENDUM 27: PROMOTIONAL PAMPHLETS EMPHASISING INTERACTIVE NATURE OF BROADCASTS



ADDENDUM 28: GARTNER'S GROUP™ HYPE CYCLE



Source: Gartner Research (June 2003)

ADDENDUM 29: A CHRONOLOGY OF *TELETUKS SCHOOLS* COMMUNITY PROJECT

1985

- Faculty of Engineering starts investigations into possibility of using ITV. Trial broadcasts using microwave-based distribution and optical fibre links commence between the UP campus and a government affiliate. Target audience: postgraduates.

1988

- Prof. Robert Kincheloe, a visiting consultant from Stanford University shares his experience of Stanford Instructional Television Network (SITN) with UP.

1992

- Decision to start degree programme broadcasts to Witbank satellite campus, 100km away in order to alleviate lecturer travelling costs. Point-to-point optical fibre link is used.
- Idea of academic support for secondary school learners is conceptualised; technological infrastructure needed is investigated.

1993

- *June*: 19 English and Afrikaans school representatives invited to ITV demonstration and focus group discussion needs analysis and feasibility studies follow.
- Broadcasts to 2 Eersterus schools commence: One hour on Tuesday and Fridays during school hours Aim: Academic support for matriculants as well as educators. Tuesday broadcasts utilised for vocational guidance upon request.
- *September*: Private company SENTECH offers UP a transmitter at no cost for 12 months for further experimentation. EM-lab & Grinkar Avitronics donate several prototype antennae too.

1994

- *January*: Unit for Interactive Teleteaching established as part of Buro for Academic Support Services.
- Decision taken to start community project for schools.
- External funding is raised; generous donation of \$8,500 by May and Stanley Smith Charitable Trust kick-start project.
- 8 secondary schools involved; 6 in Pretoria and 2 in remote North West province.
- *June*: first winter school; 3 schools involved.
- 18 presenters appointed; 188 instructional broadcast hours to 344 learners, 116 educators receive in-service training via ITV.
- *ORT –SIER*, an organisation specialising in the technical training of educators launch a pilot study to practically test the technical skills of technology educators via ITV.

1995

- 16 participating schools.
- Winter school runs for two weeks: 5 schools involved; 60 instructional broadcast hours.
- *August*: 22 schools equipped and participating.
- *September*: First Spring school introduced.
- 692 learners participate in a questionnaire survey; results indicate overwhelming support for ITV by both learners and educators.
- 254 hours of instructional broadcast per annum.

1996

- UP approaches Liberty Life Foundation as co-partner.
- *November*: installation of video conferencing equipment.
- *December*: First video conferences held: London and Australia.

1997

- 50 participating schools.
- *February*: change over to satellite technology (Ku-band digital).

1999

- Limpopo provincial education department equips 22 schools with monitor, satellite dish and decoder
- Introduction of English as another subject besides Mathematics, Science, Biology, Accounting and Career Guidance.

2001

- 72 participating schools.
- Formal ITV training course introduced: 20 ITV presenters trained.

2003

- 34 site visits undertaken in order to assess degree of utilisation and commitment of schools on record.
- External donors (Phalaborwa Foundation and a platinum mine) enable 11 new schools to be equipped
- Pilot project in conjunction with Tshwane Metropolis investigates possibility of video streaming. Technology and policy limitations hinder implementation.

2004

- 102 officially on record
- *June*: Last Winter School
- *September*: Last Spring school
- *December*: UP discontinues rental agreement for satellite channel

Quo vadis?:

- Advances in videoconferencing investigated, continuation of video production
- Exploratory discussions with *Mindset* relate to possible research collaboration as well as in-service teacher training.