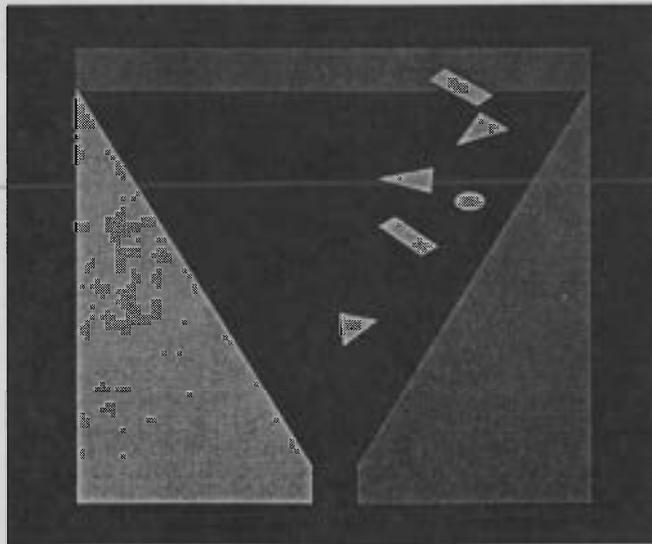


Through the Looking Glass Interactive Video Conferencing

Visions and Impact of Interactive Video

Conferencing on a rural community.

*Research into the possible multiple use of this
technology - across industry, education & health.*



Research by
Marlene Perry
Waitomo Learning Centre
Te Kuiti

Final Report for
The Waikato Polytechnic Research Committee

"Through the Looking Glass"

Visions and Impact of Interactive Video Conferencing on a rural community. Research into the possible multiple use of this technology - across industry, education and health.

Presented by: Marlene Perry

“Through the Looking Glass”

Interactive Video Conferencing for Rural Areas and Leadership Techniques Gained Through the Kellogg Rural Leadership Programme.

20 minute presentation

Equipment required:

- *Overhead projector*
- *Pin boards*
- *TV/video*
- *Small table*

Interactive video conferencing is a two way communication medium exchanging voice, picture, document and graphic links via ordinary telephone lines. Interactive video conferencing:

- provides improved efficiency and productivity by saving time and travel costs;
- uses Telecom’s ISDN network which has the ability to simultaneously transmit data.

QUALITY EDUCATION

The Waikato Polytechnic was the first educational institution to install video conferencing. It now offers dozens of courses with this innovative technology.

Tutors based on the Waikato Polytechnic’s campus in Hamilton can conduct courses in Te Kuiti, Thames and Gisborne without having to travel up to ten hours to and from the actual classroom.

With interactive video conferencing technology teachers in one place can talk face-to-face with students in one or several other locations. They can all see and hear each other and take part in discussion as though they were in the same room. Everything they would usually do in the classroom, for example draw diagrams, show slides etc is possible during interactive video conferencing.

Interactive video conferencing offers quality education by:

- the department delivering the course controlling and monitoring the accreditation;
- providing rural students the opportunity to attain high qualifications in an interactive and group supportive manner;
- encouraging students to further their education;
- providing up to the minute information in a two way process to business and community people alike.

The Waikato Polytechnic has the equipment and the expertise to deliver distant packages through interactive video conferencing. At present it is poised to use this medium to optimum value through Te Kuiti, Thames, Taumarunui and Gisborne for 1996 onwards.

KELLOGG RURAL LEADERSHIP PROGRAMME

The Kellogg Rural Leadership Programme aims to improve the leadership of participants by focusing on the important dimensions that make a leader. These include providing the:

- confidence to take the lead
- an understanding of the role of some key institutions in the rural economy
- a high level of communication and human relations skills
- an ability to think critically
- an awareness of the important economic and social issues
- a well developed decision making and negotiating skill
- an understanding of the political process
- a high level of personal efficiency for getting things done right
- a knowledge of how to access information
- the ability to research a topic and write it up

Interactive video conferencing provides a means of promoting such communication both nationally and internationally.

The New Zealand Producer Boards sell New Zealand first as a “clean green environment”, and sell it’s product second. In other words one New Zealand Producer Board does not discredit another New Zealand Producer Board by competing over price negotiations and product quality. The Waikato Polytechnic needs to recognise this marketing strategy and sell The Waikato Polytechnic first and give total support to their product, the students. A cooperative interdepartmental attitude for the good of the Polytechnic needs to be developed amongst all staff for this to be achieved.

Observations & Recommendations to date:

1. **Approximately \$300,000 +** is currently invested in Interactive Videoconferencing by The Waikato Polytechnic (\$250,000 to set-up Hamilton/Te Heata - fixed line.); approximately sectioned as follows:

- * \$100,000 at off-site end - transportable unit plus \$7,000 for ISDN rental/tolls. (We have no way of accessing TWP's phone account to find out how much WLC IVC has used. Locally we are going to instigate a Telecom Pricing System to monitor charges).
- * \$110,000 at The Waikato Polytechnic
- * \$100,000 setting up Thames + ongoing costs of \$2,000 a month for Thames' piped line

Staff member Jenny Newby is currently responsible for the running of Interactive Videoconferencing. Stuart Birnie, based at Avalon has had minor responsibilities. There are times when Jenny and Stuart are not available, but classes are in progress. Technical faults have not been addressed fast enough, in my opinion, for the \$'s invested and the expectations of the adult business community using this commodity. I mention adult business community, as most of Te Kuiti's part time students (and possibly Hamilton's part time students) are in the 25 - 50+ age range. People in this age range have a higher expectation of delivery and value for \$'s than school leaver's and different environmental aspects bother them. A working relationship has now been organised by Jenny with Pictoretel, Telecom and off-site stations.

Recommendation: A third person join the team - so that the unit can be used to optimum efficiency. Stuart is a technical support person with no qualifications in this area. Jenny and Stuart, obviously need time off and have other commitments as well as servicing the unit. I suggest a person who has telecom connections, and can quickly identify whether it is a tutor, telecom or technical fault.

A contingency plan is available for evening classes. Night phone numbers are available to on-site and off-site ends. Even a third person will at times be unavailable - maybe the Technicians or PC Support Group?

2. **We have identified the excessive noise experienced by Te Kuiti students** when the Hamilton end had very full classes (10+), by placing the sensitive Hamilton microphones onto sponge pads, and turning off the student mic's for part of each teaching session.

I am aware that the Te Kuiti end still has an excessive "drumming sound" which I am unaware of when I am in the Hamilton classroom and they are talking to Thames or Te Kuiti - in fact the Hamilton end is bliss, compared to the Te Kuiti end. This has now been addressed.

As most of our adults are between 20 and 50+, extraneous noise is an environmental factor which they find fatiguing. Many adults suffer with hearing loss, extra noises splits the concentration and tires the listener.

Recommendation: Jenny or Stuart observe several different sized classes from the off site end to experience what we experience . An experienced technical person to look into this audio problem.

How will this extra time and travel be paid for?

- 3. WLC will be purchasing a "hands free phone and fax machine"** to be used by the Interactive Videoconferencing class - so that Te Kuiti students can receive immediate information. Students want to walk away with the same information on same night as the Hamilton students. Also a hands free phone permanently connected would alleviate moving equipment backwards and forwards from our office, which disrupts classes. There is a fax machine in the Hamilton classroom. Tutors are supposed to send their resource material in advance, so that Te Kuiti students may receive it the day before their class.

Recommendation: The cost of extra equipment is identified and put forward for the 1996 equipment round.

- 4. The off site venue (in our case Te Kuiti) requires specialised furniture** to enable a better teaching/learning environment. Our current tables are too wide - the room is too drab for people to sit in for long periods with curtains closed and lack room to move around.

Recommendation: Waitomo Learning Centre apply for trapedoisal tables and suitable chairs and set their new building up in the correct manner, ready for a full time unit. Pin boards and moveable shelving be installed to enable courses such as Retail Detail - CAT Posters etc.

- 5. To support Jenny and Stuart, a third person ought to be on hand at Hamilton** in case the unit "plays up - or goes down". Our most recent failure was two weeks ago. We struggled through the Thursday evening class by re-dialling every 10 minutes, but we were still unable to contact Jenny or Stuart on the Friday (25 May) to alleviate the problem for a Food Safety Course (same problem - unit going down every 10 minutes). As Stuart is often off site at Avalon, it may be timely to organise and train/obtain a third person at TWP city site.

Recommendation: Education Services identify that their staffing is "stretched" and influence the Resource Committee to select a suitable, knowledgable candidate as back up support for Jenny and Stuart. Preferably someone with telecom, technical and tutoring experience.

When problems arise Phone 125, then Jenny, then Telecom.

6. **Sometimes it is difficult to identify "who's problem it is".** Telecom, tutor on site (TWP) or IVC handling off site.

Recommendation: A check off list taped to the tutor desk at each site, to identify that it is not "lack of knowledge by the operators" first, then try and contact Jenny and Stuart - with telephone numbers displayed. Better tutor training would narrow the possibilities somewhat.

7. **TWP Tutors identified that they "lost their handouts"** or filed them creatively as part of their course study on how to use the Interactive Videoconferencing.

Recommendation: A handbook for tutors be compiled and kept in the Videoconferencing room. A handbook be given to tutors at the training stage rather than loose pages. Cost?

8. **Jenny has identified that most of the problems are tutor induced** and some tutors are reluctant to undergo training or continue to update themselves when they may only be required to teach on spasmodic occasions (part-timers). PDU policy is that if a tutor is using equipment whether it be an OHP or a document camera, tutors have to be responsible to their students and know how to use the equipment.

Recommendation: Interactive Videoconferencing become part of CAT courses. Every potential tutor should experience this technology, Polytechnic tutors as well at Private Training Establishment tutors.

By incorporating Interactive Videoconferencing as basic teaching practice as well as an extension to OHP, Video, and multi media presentations, tutors ought to be able to identify and remember that the same simple philosophies apply to good teaching practice whether in front of a white board or a monitor, using an OHP or document camera. Interactive Videoconferencing makes the traditional classroom public.

An offshoot of this training would be that many more people from the greater Waikato would realise the equipment exists and would be able to recommend courses and off site "sales" for TWP.

9. **Over the last five months Jenny, Stuart, tutors and WLC** have identified many "glitches" and problems and these have been addressed on a regular basis, often within minutes, sometimes taking days or longer. These have been documented.

On browsing through Jenny's notes on Interactive Videoconferencing over the last two years since 1992, the same issues appear to arise, and she is continually informing a different group about the same "glitches".

Recommendation: Jenny, Stuart and I review the documentation and see how many fall into which category, TWP Tutor, Telecom, WLC or off site lack of knowledge. Once analysed, we may be able to find some solutions to improving the flow of information.

10. **Identifying the difficulties** - most occur when we have large classes at both sites. Does the Transportable Unit or an ISDN line create more glitches or less?

Recommendation: Monitor the difficulties with different courses - both at Te Heata & Waitomo Learning Centre. Create a form for tutors to use so the information can be recorded.

11. **One of the replies from the 50+ group in Tauranga** was for me or someone to go and talk to the group. Jenny thought she was well placed to do this - but is unsure of getting this trip paid for.

Recommendation: Jenny is financed to give this valuable talk to the 50+ Cont Ed Group at Tauranga.

Course held between TWP and WLC over the last five months:

(as I haven't access to the TWP MIS - I am unable to give accurate figures - this is how it seemed to me on the occasions I popped into the IVC room.)

Course Title	Course flow	TWP Class	WLC Class	Comments	Actual	EFT's
Introduction to Japanese Feb - April Tuesday x 10 wks 7.15-9.15pm \$36/\$57 plus text \$43.75 Japanese Now!	Start of Course	17	13	Tutoring excellent Major Telecom lack of service. (2 weeks) Noisy microphone problems (several weeks - Problem finally resolved two weeks before end of course). If Jenny or Stuart had been able to come to Te Kuiti and see/hear the problems early in the piece, the delay may not have been so long. These particular students (Mayor of Te Kuiti, Solicitors, Teachers and Government Department Officials) were part of a Sister City Exchange with Tatsuno, Japan and found the language learned enabled them to negotiate around the Tatsuno and not feel totally bereft of understanding when being staying with their hosts.	30	0.390
	Mid Course	14	13			
	End of Course	14	13			
Introduction to Japanese May - June Tuesday x 10 wks 7.15-9.15pm \$36/\$57 plus text \$45	Start of Course	15	5	Tutoring excellent No problems Two adults and two intermediate school students (Maori) (1 Maori Adult and 1 European)	19	0.150
	Mid Course	14	4			
	End of Course	14	4			
Accounting for Supervisors (NZIM) Wednesday 5.15 - 7pm 8 February - 7 June (break 12/19 April) \$79/\$120 plus text \$33?	Start of Course	7	6	Tutoring excellent Students have enjoyed course - found it intense but satisfying Noisy microphones addressed. Often loud tiring drumming at Te Kuiti end (sounds like Wellington in blustery weather conditions) tends to fatigue students.	13	0.360
	Mid Course	7	5			
	End of Course	6	5			

Course Title	Course flow	TWP Class	WLC Class	Comments	Actual	EFT's
Personnel Practice (NZIM) Thursday 5.15 - 7pm 9 February - 4 July (break 13/20 April) \$79/\$120 plus text Supervisory Practice \$22.95 not sure that students this end bought text though. Relied on TWP loose hand-outs and faxes (presentation of paper work could be better)	Start of Course	8	2	Same student withdrew on all three NZIM courses - mix between not liking the technology and being overcommitted with other work/study.	10	0.120
	Mid Course	7	2			
	End of Course	7	2			
Introduction to Marketing (NZIM) Tuesdays 3 - 3.45pm 7 February - 6 June \$79/\$120 plus text Small Business Success Marketing \$31.95	Start of Course	18	2	The NZIM courses and Shorthand course gave one of WLC's tutors an excellent opportunity to study these programmes. This knowledge has been immediately transferred to enhance and bring up to date WLC's students.	20	0.060
	Mid Course	16	1			
	End of Course	16	1			
Shorthand T-Line Wednesday 7.15-8.45pm 8 February - 7 June (break 12/19 April) \$61/\$96 plus text Teeline Gold \$26.95	Start of Course	14 ?	2	Advanced Shorthand person left because of other commitments With the T-line work on this course and the previous 6 week taster course - a WLC tutor has been able to offer a T-line taster course to WLC O/Tech students. T-Line is a difficult course and requires a lot of homework, I believe there is normally a drop out rate for this course.		
	Mid Course	8 ?	1			
	End of Course	6 ?	1			

Course Title	Course flow	TWP Class	WLC Class	Comments	Actual	EFT's
Certificate in Adult Teaching Friday 17 February - 19 May on line 9 - 10am and 1 - 4pm x 13 weeks \$247/ \$330 Tutors need to send information giving 2 days for courier service - 1 day is often a bit tight - parcel arrives during the morning of the class instead of the day before.	Start of Course	13	10	Course was well structured and planned with distance packages, group work, visits to Te Kuiti by Tutor (2) and visit by Hamilton Students (1) as well as 2 visits to Hamilton by Te Kuiti students. Problems were addressed as the course continued. Final feedback good.	23	0.560
	Mid Course	13	10			
	End of Course	13	10			
CCSW Introduction to Fieldwork 9.30am-11.30am Thursday 23 February course continued with local tutoring till February - 23 March One session Rest of course taught by WLC tutor \$45/\$68	Start of Course	TWP tutor only	10	Introduction by HoD of CCE to the Fieldwork components Students travel to WLC from Taumarunui and this side of Te Awamutu as well as Te Kuiti for this course.	10	0.550
	Mid Course	No TWP Students	9			
	End of Course		9			
CCSW Writing Skills Thursday 12.30 - 2.50pm \$66/\$101	Start of Course	TWP tutor only	10	Same student pulled out of all courses because of a personal tragedy.	9	0.450
	Mid Course	No TWP Students	9			
	End of Course		9			
CCSW Gender Issues Thursday 12.30am - 2.50pm 27 April - 29 June \$66/\$101	Start of Course	TWP tutor only	8	This was a distance only package during the end of 1994 and we had a lot of people drop out as there was no peer support for the issues that are raised. Women felt isolated and were reporting great mood swings at home and feeling quite depressed about the content of the course and the depth to which they had to analyse themselves. There is peer support and tutor input through interactive video conferencing and a feeling of confidentiality and group support. The course is progressing well through the interactive video system.	8	0.350
	Mid Course	No TWP Students	7			
	End of Course		7			

Course Title	Course flow	TWP Class	WLC Class	Comments	Actual	EFT's
CCSW Treaty & Maori Development Thursday 9am - 12 pm 27 April - 29 June \$66/\$101	Start of Course Mid Course End of Course	TWP tutor only No TWP Students	8 8 8	Lack of organisation at TWP at the start of the programme but now progressing well. Pays to check and double check details and make sure tutors are aware course is progressing.	8	0.400
Food Safety Monday 7.15 - 9.30pm 6 March - 10 April Cancelled	Start of Course Mid Course End of Course	TWP tutor only No TWP Students	4	Not enough to run a course with. We advertised for a day course and received 22 replies so a day course was organised at THC Waitomo Caves Hotel with a TWP tutor travelling down.		
Food Safety Friday 9am - 11.30am 26 May - 26 June as part of the Certificate in Hospitality Skills Pathways Course.	Start of Course Mid Course End of Course	TWP tutor only No TWP Students	23 22	Tutor excellent personality for this medium. Trouble with the system on Friday 26 - unable to contact Jenny, Stuart or Christine Scott - continued with re-dials and fax machine.	24	0.396
Destination New Zealand - Introduction to the distance package for Certificate in Hospitality students 2 x 1 hour sessions for tutor to become familiar with the distance students. Tuesday 23 & 30 May 1 - 2pm Excellent Glossy text and support material for this distance package supplied by Hospitality and Tourism Department.	Start of Course Mid Course End of Course	TWP tutor only No TWP Students	16	Students ages 16 - 21 year olds very interactive with tutor - quite a buzz all around. Course was overheard by a visiting technician for Xerox who took away information for possible Xerox training Nationwide.		

Feedback has been collected from each course and will be processed into a database.

Ideas for September - November 1995 are:

- 1. Trees for Profit** : Monday evenings 4 or 5 : require information to advertise this course
Contact Agriculture & Horticulture.
- 2. Retail Detail** - need suggested times
Contact Norm Smyth/Design Department
- 3. CCSW Learning Review** 12 October - 9 November - times/details required
Contact Elizabeth Nikora/CCE
- 4. CBC** - tuition through interactive and TWP site visits
24 September - 24 November
DC100 Data Communication & SO 100 Systems Overview
Contact Brian Main & Garry Robertson/Info Tech
- 5. Food Safety** evening classes (or day classes) but no longer than 4 evenings or 3 days - otherwise students prefer 2 days block course with tutor travelling down to Te Kuiti, if we can get enough numbers.
Contact Graham McFarlane for dates.
- 6. Elementary Japanese** - Monday 7 - 8.30pm 2 October - 11 December.
Contact Jo Sole/CCE
- 7. Certificate in Adult Teaching** - we have 10 - 15 people requiring this course, re-run of 13 days CAT Interactive would be wonderful and address the problem of new tutors/ETSA and NZQA demands for the 1995 year.
Students from Black Water Rafting, Fabia Products, Waitomo Learning Centre, Te Wananga o Aotearoa, Maniapoto Training Agency and Community.
Contact Stephen Bright/PDU
- 8. NZIM** is there any way a continuation of NZIM can happen?
Contact Barbara Turbott/Office Technology

The following information has been gained so far:

Aim 1:

Develop an inspirational "starter kit" for other rural communities to use as a guide for implementation of the Interactive Television Conferencing unit in their region.

Objectives:

1.1 Graphically explain terminology of equipment.

Met with Ed Corbett of Information Technology during my four days at The Waikato Polytechnic pre Easter, to get a clearer understanding of how the interactive video system works.

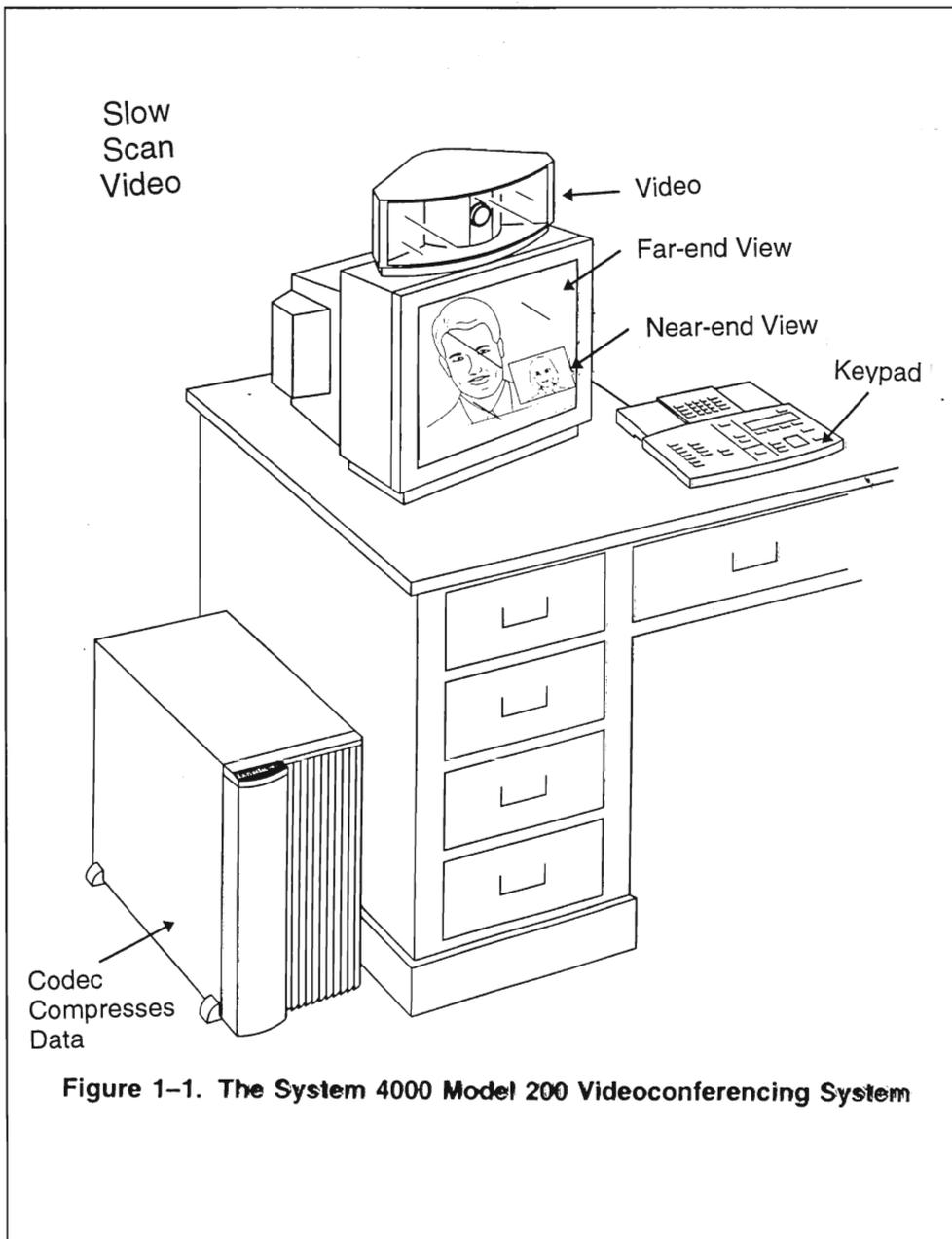
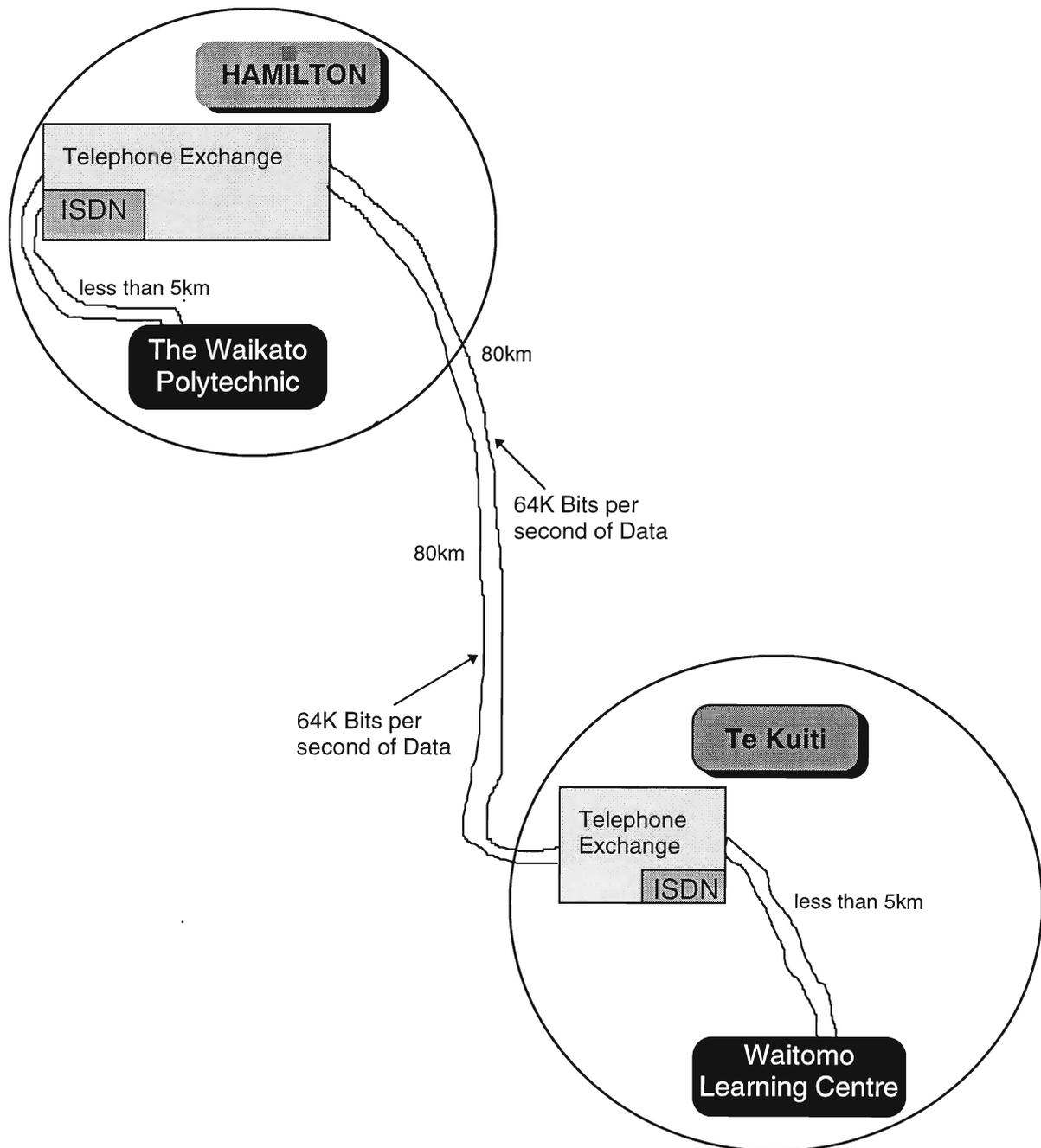


Figure 1-1. The System 4000 Model 200 Videoconferencing System

ISDN = Integrated Services Digital Network



1.2 Write a short report about the connection with Telecom, their terminology and pricing options.

ISDN - Integrated Services Digital Network - is only available at some telephone exchanges, Nationwide. A unit, either graphical computer or video conferencing unit can only operate within five kilometres of an exchange which has ISDN lines available to use. We are fortunate in Te Kuiti to have ISDN lines at our telephone exchange, in numbers). As they are in hot demand, we pay for our lines whether the portable unit is in Te Kuiti or not, so that we can retain the connection.

The price of connection for Te Kuiti was \$500, this is the normal price. Telecom has reduced prices to \$400 - See Appendix 1st September. This was because there are ISDN lines at our telephone exchange and the Waitomo Learning Centre is within 5 kilometres of the Telecom Exchange. TWP also pays a monthly business rental charge of \$64.70 x two for the ISDN lines and then tolls are charged as the unit is being utilised.

Te Haeta - Thames. The Thames telephone exchange does not have an ISDN section to its telephone exchange. A special leased line was installed to Thames and this is why Thames has a permanent unit. The cost of this "on line system" was \$125,000.00 for installation (1992) and The Waikato Polytechnic pays a consistent leased line fee of \$2,000 per month to keep the line operational. For this fee, The Waikato Polytechnic and Thames may use their line as often as they wish with no additional charges for ISDN line rental or toll charges.

During 1994, Waikeria Prison (which has a Waikato Polytechnic presence - offering a range of computer and literacy programmes for prisoners) wanted to install an Interactive Video Conferencing Unit. Waikeria Prison is 75 kms away from the Te Kawa telephone exchange, a special ISDN line would need to be installed. The cost for this at the time was quoted around \$9,700 installation for the 2Mbps "bearer".

A telecom brochure is in the Appendix.

1.3 Produce a one page brochure selling the "vision of this technology" and explaining any add on costs to students.

Te Kuiti has been fortunate to get extra funding to cover tolls and rental of the ISDN lines, so that students are not experiencing any additional costs for participating in the same course as Hamilton or Thames students.

Our IVC room is inadequate for 16 students and also our tables are too large. The room is a bit drab for long periods of time (2.5 or 3 hrs) in one seat without the usual "get up and move around" policy which is often encountered in other teaching situations. A purpose built room or smaller moveable tables would be an advantage to any off site location.

1.4 List different philanthropic funding organisations which may be able to assist with purchase price, or running costs.

I have obtained a print out from the Waitomo District Council's Fundview data base. Apparently many Council's have access to this database. I will endeavour to get a 1995 listing, (attached are 1994 listings).

After spending some time sifting through the hundreds of entries on this data base I have selected about 25 organisations which may be of help to a small community seeking funding. A precise of these organisations will be typed in this spot at a later date - full details in an Appendix.

I thought this part of the research project would be relatively quick but, I will need to work my way through the data base and identify if the funding will be of use to anyone.

Organisation	Contact Person	Type of Funding	Up to \$
Ashburton Hall Education & Research Foundation	Mr L Brown, Foundation Secretary, Private Bag 1916, Dunedin	To promote study of psychiatry and auxiliary sciences - to bring together psychiatrists and others to spread knowledge of principles and art of psychiatry, etc	\$5,000 of a total pool of \$8,270. NOTES from Marlene Could be of use for paying for toll linkage time on an existing unit and or multi-pointing with Australia/New Zealand for a small conference/seminar

Organisation	Contact Person	Type of Funding	Up to \$
Contingency Fund & Innovations Fund	<p>NZCFA Contact local NZCFA area team (see fundview User Guide for Address.</p> <p>Fund is a Ministerial Discretionary fund.</p> <p>NZCFA Managers make recommendations to Minister of Social Welfare.</p> <p>NOTES from Marlene:</p> <p>Could assist the education of rural areas such as Te Kuiti/Taumarunui, high levels of unemployment - high proportion of people on NZISS payroll. Also Hospitals continually receiving cutbacks of basic services - Consultants could use IVC - has been trailed at Taumarunui Hospital 1994/95.</p>	<p>Eligible districts: National To provide funding for voluntary welfare organisations meeting community needs which are</p> <ol style="list-style-type: none"> 1. experiencing severe financial difficulties in maintaining services 2. outside existing grant programmes, but contributing to NZCFA work 	<p>Funds available: \$445,000</p> <p>No set upper limit</p> <p>Grants per year 40</p> <p>Decisions made on a case by case basis</p> <p>NOTES from Marlene May be of use to a rural community who find travelling to a tertiary education centre a major drawback to receiving education to encourage community development: ie Taumarunui & CCSW students currently travel to Te Kuiti twice a week - could stay at home if they could tap into an IVC unit.</p>
Minister of Internal Affairs Discretionary Fund	<p>Minister of Internal Affairs Parliament Buildings Wellington</p>	<p>Fund created under section 1161 of the gaming and lotteries act, 1977.</p> <p>NOTES: Most projects considered. Difficult to work out when schools/tertiary are included and excluded in funding rounds.</p>	<p>\$400,000</p> <p>up to \$50,000</p> <p>21 grants per year</p> <p>NOTES: WLC applied for computer equipment at one time, and were told that we were a tertiary institution and therefore no funding available.</p> <p>Yet Lotto's glossy brochure often has "playgrounds for schools" and other equipment for organisations listed.</p>

Organisation	Contact Person	Type of Funding	Up to \$
Fletcher Challenge Trust	Fletcher Challenge Private Bag 92-114 Auckland	National - closure dates open - will fund groups Trust aims to assist in the fields of education and young people's development, community based assistance	\$800,000 Upper limit varies Grants per year 60 decision time within one month apply by letter or proposal NOTES: Looks a good one to try for

Funding outlines - see Appendix

1.5 Mobilise future students to influence their local community leaders and member of parliament, emphasising the potential impact this form of access to tertiary education has for raising the self esteem and future job opportunities of the rural hinterland, especially supporting business, farming and tourism prospects.

I have sent brochures to the 24 Kellogg Scholars and received replies from them and/or they have passed on the information to local primary, high school or tertiary people. These still need to be sorted and followed up - working on this.

One reply has suggested that I contact the Electoral Committee and suggest IVC to save Minister's of the Crown time travelling to their electorates, as their electorates will be so large and it may not be feasible to travel to all parts in any one year.

One reply has requested I talk to a 50+ Group, University of Waikato group in July. As the initiator of this group has an interest in Deer farming, and the group meet in Tauranga (the next stop for the portable IVC) Jenny Newby Fraser is considering giving the talk. If the IVC is to be presented widely - funding for tolls and travel has to be financed.

Interest in IVC from Brochures have been widespread some places being Whangarei, Dunedin, Patea, Napier, Whitianga, Taumarunui and Tauranga .

Aim 2

Research the transferability of this medium between the successful Australian experience and New Zealand

Objectives:

2.1 Interview Jenny Newby-Fraser about her Australian experiences and draft a plan of future action for the New Zealand environment.

I have had some short conversations with Jenny, and collected data from her Australian experiences which I still need to read. I have viewed a video "The Country Connection".

There appears an obvious difference in delivery between Australia and NZ -

- a) *Classes seem to be available for outback people of one tutor per two students. We are not seeing the stress of EFT counts on the tutors faces or any mention of \$ problems to produce courses.*

The 14 - 20 EFT based criteria witnessed and continually on the lips of any administration HoD, tutor or management person at TWP, places the emphasis on "getting the numbers" ahead of advertising the courses and servicing the students we already have. Often numbers increase, if we look after our customers.

Many TWP departments find it difficult to accurately state whether they have full classes - partially full classes - fully paid, partially paid, government loaned or unpaid people and ex students of Te Kuiti complain that they have trouble getting accurate timetables, tutor times, rooms numbers and \$ costs for their Hamilton courses.

I realise this is outside of my brief of this research but it needs to be mentioned that somehow the internal politics and management functions get in the way of the student/teacher relationship and therefore a lack of cohesive confidence is transmitted to the student, so that they almost feel that it is their fault that they have enrolled in the first place!

The emphasis at TWP is often on EFT's and MIS instead of "fulfilling customer's requirements" , advertising accurately and well in advance, and making sure the right person is on the right level of course - which then in turn ought to look after the EFT's and MIS. Quite a few staff members get unreasonably "stressed out" by the MIS and their lack of knowledge of it - perhaps more training could be undertaken in this area as well. There is an excellent book written by an American University applying Dr W D Deming's philosophy of management to an EFTS type system and their findings. It is in the TWP library - sorry can't find the title in my database mind at the present time - but I will try and track it down for your perusal.

- b) *Extra video equipment in the classes to increase the visions witnessed by both ends of the line. Room set out is crucial and WLC hasn't the correct furniture or room set up at the current time.*

I need to expand on this with my next talk with Jenny.

2.2 Interview three local secondary school headmasters for their visions and uses for the technology - and compare findings with any Australian experiences.

This is slotted for June/July 1995 - Schools are currently seeking out support from Waitomo Learning Centre, with the advent of raising the school leaving age, and the knowledge that getting their own interactive video system would be too expensive. We are currently encouraging school visits to the video conferencing room in Te Kuiti while classes are in progress - and the low key approach appears to be the best way to instigate a stronger liaison with our local High Schools.

Otorohanga College and Pio Pio Area School have been actively seeking Adult Education courses through NZQA. Otorohanga investing the most time and effort in this process - they have the added advantage of an attached hostel to their school. Courses offered have been: National Certificate in Business Studies (4 - 6 students per year), NZ Nannyng Certificate 10 - 14 students per year (successful), Farming 10 students (ceased operation) and a Tourism Course (around 6 students per year)

It is a major task for schools to develop NZQA tertiary qualifications and they usually have to be moderated through a tertiary provider. Otorohanga's immediate past principal Mr Ron Scott is currently an independent Adviser to High Schools on the processes of bulk funding a school and offering tertiary education. Senior Mistress - Dawn Davidson, has been seconded to the University of Waikato - School of Education to advise schools on processes of "seamless education and tertiary NZQA processes".

There is still considerable resistance for adults attending High School environments and senior school students also show some dissatisfaction with the Senior School/Adult connection (they don't feel they are being treated like adults while participating in an 8th form concept).

There is a Academic Programme Advisory Committee meeting on 8 June 1995 at the Waitomo Learning Centre to encourage local High School input into the requirements they may have for The Waikato Polytechnic's involvement in their "seamless education" processes during 1996/97. Alison Young will be attending this meeting.

- 2.3 Interview at least three local corporate industries to identify whether they can visualise using this technology in their field of business. Ask the question "Would they financially support this technology (either as fixed equipment or running costs as a contribution towards an educational/industry link within our community"

Visitors and contacts who have shown an interest:

New Zealand Employment Services, Te Awamutu, Manager Ross McKenzie interested in using the medium to save travel for Team Leader's meetings. He has taken information away for his National Executive.

Xerox - Business Centre Technical Representative, Hamilton, Dave Gilling. Has taken information to inform his training management team, interested in Nation wide link for Xerox technician training.

New Zealand Dairy Board, Chairperson, Sir Drydon Spring spoke about the Dairy Board buying units to save executive travel (last February) - could follow up.

Workbridge, Placement Co-ordinator, Maggie Wikaira - took the idea back to her team, met with a very negative response and shortly afterwards found that their funding for travel to rural areas (Nationally) has also been cut for this financial year. In effect this means a downgrade of services to rural areas. Workbridge is a major method of disabled people being able to apply for TOPs courses. Disabled and sickness beneficiary people tend not to be on the New Zealand Employment Services Unemployed registers. Under the TOPs entry criteria a person is required to be on NZES Unemployment Register for 26+ weeks or have left High School within the last six months, been assessed from a previous TOPs course or be a Domestic Purposes Benefit person for 4 years +, as well as having less than "two C - school certificate passes for the 1994 year". Maggie sited "confidentiality as being the reason for lack of response".

The CEO of Christchurch's CHE said that they had been piloting and watching the improvement in the video system and their worry was not seeing a defined enough picture eg for hairline crack fractures on x-rays.

According to Jenny and Stuart, if more telephone lines are used 6 - 10 then the definition of the video conferencing unit is improved considerably, ie. from 128 bits per second up to 384 bits per second. Cost?

- 2.4 Catalogue comments from tutors and students (names suppressed) expressing their reflections of the use of the media and achievements gained through the media.

Jenny and I have been collecting comments from students and tutors.

WLC had a rough start to our year with the equipment and defining "who's problem it was" - report attached. This was most unfortunate, and a lot of dialogue and improvements have been implemented because of this situation.

The learning from this process for me, has been, don't take equipment for granted. Check it out regularly - the following are observations which need to be addressed:

Jenny Newby Fraser and Stuart Birnie are the key personnel for training and equipment installation. Sometimes they are off site at the same time (usually when something minor/major happens with the unit (Murphy's Law). If education was free and people had lots of spare time, it wouldn't matter as much. Students remind me they have paid SR or NSR fees and they don't want to spend the first 10 - 20 minutes sorting out difficulties or having the equipment fail them during a class. It is frustrating and disjoints the learning.

I strongly suggest there is a third person to the Jenny/Stuart team - a telecom systems/TWP tutor (if available). I found someone like Ed Corbett of Information Technology, easy to understand - he knew the key people in telecom and where the problems could lie, he knows the telecom/systems jargon and could explain this to me in lay-man's terms. This could lessen the chances of all three people being "off site" when things go wrong.

We have had the following problems:

February - No connection at beginning of class - two weeks to resolve "who's fault" TWP end, Telecom or the Pictoretel Unit. Answer Telecom - but it needed someone experienced enough at TWP to identify that it was Telecom (perhaps the IVC team could include an ex telecom/TWP tutor who understands the Telecom technical systems as well as the IVC unit systems. See Lei Hepi's report in the Appendix.

March/April - Continual difficulty in the evening classes. Sometimes technical and mostly lack of tutor knowledge. It appears from reading Jenny's notes from the Te Haeta experience 1993/94 that the same problems arise all the time - lack of tutor knowledge and confidence with the equipment. We tried turning the microphones off and also installing sponge pads under the microphones. The sponge pad idea has worked and WLC is now receiving a clearer picture as well as a quieter response. It would have been helpful if Jenny or Stuart could have viewed the problem during an evening class from the Te Kuiti end, as it was very difficult to clearly explain the frustration's, and noise levels we were experiencing.

TWP Tutors identified that they weren't given enough tuition, or were not using the unit often enough - so their memory slipped. Some tutors are technology phobic and need extra support to overcome this. Some tutors appear to have the personality to overcome all odds and enjoy the medium.

Professional Development Unit's response is that all tutors need to know how to use the equipment in any lecture theatre, room or site that they will be teaching in and that it is the tutor's responsibility to make sure they are competent to use the equipment. PDU feel that some departments hire part-time tutors after to training and some part-time tutors do not take advantage of the training.

Regular training sessions are undertaken by PDU for the Staff at the Polytechnic - but mostly people tend to go "if they have to" not because they necessarily "want to".

Jenny has prepared excellent handouts - updates and feedback sheets and all problems have been addressed immediately (on the night, or week by week).

See Appendix for Jenny's handouts.

Tutors would like an overview of the system in a booklet format (rather than handouts) and I understand Stuart is undertaking this task.

Tutors need to think ahead when using this medium - get their distance packages in the mail - preferably by courier service - at least two days ahead of the sessions (some packages have arrived during a session).

Making sure the class is set up with distance packages, on line, issues resolved, etc takes more time than I thought it would: The distanced end also need to spend more time, checking equipment, seeing that students are well settled. It helps the incoming students if the unit is already up and running before the class starts (5 - 10 minutes is ample). This allows any news or information to exchange between the off site co-ordinator and on site tutor, and gets any pre-housekeeping out of the way without interrupting student studies. The off-site end should have a "hands-free phone" for any down times and its own fax for instant information. Students do not like to walk away with less information at the off-site end than students have at the TWP end.

TWP tutors need to be reminded not to swing information across the document camera (perhaps a "fun poster" could assist this memory jogger) as it makes the off-site people feel sea sick. Also as with OHP's - five points per page in large print is ample. Often tutors try to cram too much in and also not leave enough white space between the lines or at the edges of the page.

Student Information : Introduction to the Interactive Video Conferencing Class handouts (red - attached) are also a great asset in introducing the student to the video conferencing environment. Jenny has suggested these be handed to students on enrolment so that they are really clear on the media before they participate in the classes.

Letting new students have a "play" with the equipment as part of the "first night warm up" is also useful and this means students can identify any fears or phobias and get used to the equipment before they are into the study.

May/June - Off-site Training:

Teaching the Off-site People how to use the equipment properly. Jenny came and gave two training sessions to Learning Centre Staff and students - we found these very informative and really should have had this at the beginning of our first encounter with the unit, last year.

We had relied on Lei's intuitive response to the equipment, her keenness to "know how every nook and cranny worked", so when Lei moved to Rotorua, we were bereft of our "expert". Perhaps this is a similar problem at TWP.

Suggestion: IVC - tuition compulsory part of the CAT course - as an extension of the Mixed Media formats, videos/computers, using overhead projectors, document cameras, etc.

If the Interactive Unit was also a part of the CAT course, then most TWP tutors and quite a few Private Training Providers would be able to view the medium, and therefore increase its use and competency of the tutors using the medium. Could even sell more "off site" courses.

- 2.5 **Incorporate at least three teaching/learning strategies gained from the Australian experience into a TWP/WLC Interactive videoconferencing class to be held in the first semester.**

- 2.6 **Personally teach a KiwiHost programme using the IVC from WLC outpost to TWP main site campus and receive feedback and comments from Hamilton students - if possible I would like two TWP tutors who have used this medium to attend the class as a participant to view the process from the perspective of a student.**

As near as the same conditions to apply to Hamilton students. Students to pay course fee. Toll fee (added onto course fee) is to be negotiated by prospective students. Comment on this process would also be helpful.

Gavin Coker made funds available to cover toll charges for our students so that all course fees are similar or the same as TWP course fees. Many thanks to TWP for this assistance.

Aim 3

Use the vehicle of the Kellogg Leadership Programme to promote, collect data and present Interactive Videoconferencing as a viable, accessible and necessary mechanism for the advancement of "up skilling a nation" as per current Government Initiatives ie NZQA, Skills NZ, TOPs philosophy.

Objectives

3.1 Present this research project to Kellogg Community at Lincoln University.

Attended meeting with Kellogg tutors 16 June in Hamilton, and completed project November 1995.

3.2 Project is reviewed by peers.

TWP Presentation in October and Kellogg Presentation in November 1995.

3.3 Review or revamp presentation ready for presentation to interested administration staff, tutors and students at The Waikato Polytechnic.

IT Department Presentation 8 December 1995.

3.4 *If not accepted for Kellogg : Although I have been accepted, I believe it will be easy enough to continue with the presentations to complete the following: - Accepted on Kellogg.*

3.5 Present research project to my own community leaders.

This has been accomplished in an informal way with the Mayor of Te Kuiti, Solicitors, Heads of Government Department, School Teachers and Community people being part of a Japanese course. It was unfortunate that this was during February/March when we were experiencing so many problems, but they have commended us for trying. They can visualise the impact that video conferencing will make to our community.

I will organise a formal presentation to the Waitomo Chamber of Commerce during September-November 1995. Achieved Waitomo Chamber of Commerce After 5 presentation. Twenty local business people spoke to five Hamilton Chamber of Commerce people on IVC.

3.6 Request feedback on my presentation by Jenny Newby-Fraser

*I will invite Jenny to be part of this presentation.
Jenny has been most supportive.*

3.7 Review or revamp presentation ready for a presentation workshop at the annual ACEA (Adult and Community Education Association (Aotearoa/New Zealand) conference to be held at Waikato 1995 (venue to be decided by Hamilton branch of ACEA).

Venue: Hamilton
Date: 6 March 1996

I have undertaken to take a workshop at during the 1996 year for ACEA. The Interactive Video and WLC involvement is on the Conference Organisation Committee's agenda as a topic.

Aim 4

To produce a short video showing both the TWP site classroom in action and WLC's or Te Haeta in action (which ever is more cost effective).

A short booklet - outlining the project findings will also be produced to be a tangible resource for future community contacts.

Attached.

Objectives:

- 4.1 In the course of his duties, delivering or working in the video room, request Stuart Birnie video a "class in action during February/March 1995 (student's and tutor's consent to be given) - from TWP site teleconferencing room and another site (preferably WLC - but Te Haeta if more cost effective).

Stuart Birnie has started on the video shots. With the Privacy Act, I have to get permission from all class participants to enable the video to be made. This I am still doing. A video format has been organised. I expect to continue working with Stuart on this between June & September. The first clips were undertaken during WLC training session May 1995.

- 4.2 TWP staff could add any anecdotes, inspiring events, etc.

Open to suggestions???

- 4.3 Education Services Tutor Resource Room - may be able to assist with Poster's for video shots, information shots, etc.

Achieved through local Waitomo contacts. Large A1 photographs available for display.

- 4.4 The video is to include any relevant information about the system, contact phone numbers and comments and perhaps a graphical list of classes which have been successfully produced over the last few years.

Will work on this with Jenny, Stuart and Kim at Te Haeta.

- 4.5 Produce a "Through the Looking Glass" booklet to be available at a cost with a copy of the video - this then becomes a "starter kit for a rural community".

Still to do. May not be necessary.

5. Budget:

As per previous information.

Jenny, Stuart and myself have started on the video and Jenny has visited WLC to give training to our staff and senior students. This process of training will continue in about three weeks time with Interactive Video feedback - WLC tutors demonstrating their skills to Jenny.

I will be booking my flight to Dunedin after 16 June - when the Kellogg Scholars have decided whether they want to meet at Lincoln for an extra day or not.

Updated budget - see appendix

5.1 Other Sources of Funding:

Lincoln has paid all course fees.

University of Waikato assisted with "piggy backing" information out through their brochure system.

6. Anticipated Outcomes

Progress reports will be made to the following people:

6.1 The Waikato Polytechnic - via Jenny Newby-Fraser

Regular reports/feedback sheets and telephone conversations have been made. I have been impressed with the fast action on all aspects except when there is a misunderstanding of who/where the problem is being created by.

Telecom/Tutor/or off site lack of knowledge - hence more detailed analysis needs to be carried out.

6.2 Kellogg Leadership Programme tutors and peers

I have contacted or been contacted by many over the last two months and will meet Dr Alistair McArthur - Course Director and some North Island Scholars on 16 June.

6.3 Waitomo Learning Centre Advisory Committee (includes HoD/TWP)

WLC Advisory Committee & Alison Young, HoD, Information Technology have been kept up to date with various aspects of the Videoconferencing facility.

6.4 Waitomo Chamber of Commerce & Industry Inc

Expect to encourage the Chamber to view the facility during the September to December section of 1995. In the meantime, Chamber Members have been students on the facility.

6.5 NZ Capital of the World Shearing Committee

A few members know about it, but haven't viewed it yet.

6.6 Waitomo Enterprise Development Agency

Elaine Tearle, Marketing Manager of Waitomo Enterprise Development Agency is very interested in the technology as being an asset to our Rural Community, for study and contacts with overseas investors.

I need to contact her to view a session and get more detail from her re her views on the future for business of this facility.

6.7 Whenever possible I will invite key CEO's and prospective students to view the IVC in action to generate ideas and support.

It has been unfortunate that a contingent from Otorohanga came on an evening which saw a particularly difficult re-action from our classes over the loud noises from the mic's - and I haven't seen them again.

CEO's are being encouraged to view, if they have a reason to come to WLC and the unit is working at the time.

Oparure Kura Kaupapa Primary School brought six form 1 & 2 students and watched a Food Safety programme in operation. They were also impressed with the unscheduled arrival of Manu Malcolm who spontaneously interacted with the students and encouraged them to attend the Te Ao Hou programme in Te Kuiti on 15 June.

I have invited Te Kuiti High School to come down in small numbers to view the Food Safety group in action as the students on this group are more their age.

7. Presentations of final report will be made to:

7.1 Kellogg Leadership Programme Tutors and Peers -

Completed Nov/Dec 95.

7.2 Waitomo Chamber of Commerce & Industry Inc - as guest speaker

Completed Chamber of Commerce After 5 function - October 1995.

7.3 Rotary Club - Te Kuiti - as guest speaker

Completed September 1995

7.4 Waitomo District Council Community Forum - as guest speaker

Completed October 1995

**7.5 Rural Education and Activity Programmes & Taranaki Polytechnic
Outpost - Taumarunui**

I need to follow these people up as I understand Len Cook is researching using the Taumarunui Hospital unit for educational classes.

**7.6 Manager, Midland Health, Te Kuiti Hospital, as a possible training tool
for nursing staff - and or a Medical Consultation Process.**

Local Manager, knows the system exists but has reservations, so still to follow up in a more formal manner.

7.7 Talk Back Radio - Radio Waitomo

Still to do

7.8 ACEA Conference - Hamilton (in the form of a Workshop)

Have got the IVC unit onto the Agenda for a Workshop. ACEA Conference is now being held in 1996. Invited to address Conference - see appendix.

7.9 Maniapoto Trust Board & Training Agency

One member of the Training Agency has viewed the facility.

Will work on getting more students in and around WLC during the September - December process. Currently we are pushed to the limit with lack of space and we hope to be in our new buildings by September 1995. Deferred to december 1995.

7.10 Maori Women's Welfare League

Some members have been students on the system.

7.11 The Waikato Polytechnic Research Committee & interested administration staff, tutors and students.

Many administration staff are not aware of the existence of the unit and its function and perhaps an awareness campaign could be instigated from the TWP end. Some students have problems gaining the right information for their Student Loans/Student Allowances - a face on the screen could alleviate a lot of anxiety about these procedures.

There is resistance from TWP staff generally to use this facility.

7.12 Community Corrections - Justice Department - Te Kuiti.

Completed.

7.13 Mayor and Councillors - Waitomo District Council

Mayor has been a student, one councillor knows it exists, will follow through September - December. I have to attend a Regulatory Meeting with Waitomo District Council to gain approval to move the WLC from Alexandra Street to Rora Street (top of the NZ Post building) which is three times the size of our current facility. This will enable us to have dedicated rooms for Interactive Video and Courses such as CAT, Meetings, Cafeteria, Interview Room, tutor offices, Typing Room and Computer Rooms.

7.14 Federated Farmers and Women's Division of Federated Farmers - inviting Clare Ravenscroft from Te Awamutu.

Have sent Clare a copy of brochure.

8. METHODOLOGY:

Questionnaires & Oral Interviews

8.1 Develop 3 types of questionnaires -

- * **to gain knowledge of possible prospective users of IVC**
- * **current Students of IVC**
- * **Current tutors of IVC**

Feedback questionnaires created by Jenny have been used and submitted for analysis.

I have circulated the main points of my research to various people and asked for them to highlight what their interests are - I still have to analyse these.

8.2 Oral Interviews - Develop a guideline to assist flow of questioning

Tend to talk off the top of my head and haven't written anything down formally.

8.3 Journal writing -

One tutor/observer is submitting a journal on the Japanese class - her interpretation of the methods of teaching used and the benefits to the classes and the enjoyment of the classes and the intense work the classes undertook.

8.4 Interview -

I've spoken to many people, but can't really say I have formally interviewed them but have gained re-actions, visions and barriers to the media which I will expand on at a later date.

8.5 Investigate costing: options with telecom -

Currently investigating Bureau charges.

There are 35-40 Business units now operating in New Zealand.

8.6 Investigate alternatives :

New Zealand tele-learning network directory - see appendix.

8.7 Raise awareness :

Definitely have done this in my community and through meeting people via Kellogg. - completed.

8.8 SWOT analysis - ask selected students to do a SWOT analysis on three forms of educational material presentation:

- * *IVC course*
- * *In classroom course*
- * *Correspondence - distance education package eg Massey, University, Open Polytechnic, Correspondence School or TWP Gender Issues, International Correspondence School*

Not completed - will action 1996.

8.9 Group discussions :

Completed.

8.10 Reports/letters :

Despatched December 1995

8.11 Mail response :

Despatched December 1995.

9. ETHICS.

Trying to get a course off the ground on the Privacy Act - because this act is definitely holding up various processes not only with this research but with everyday organisational life!

10 SCHEDULE

10.1 February - May

Questionnaire organisation, information gathering, interviewing, travel and action plans - draft reports and presentation material.

This is my first major draft report - various ad hoc reports have gone back and forth between Jenny myself and various IVC tutors.

I am up to sorting and collating incoming data.

10.2 June - October

Reporting to Community Groups, ACEA Workshop, TWP Research Committee/Administration tutors and students

Yes to some community groups.

ACEA Workshop now being held 1996 - on the agenda for it.

TWP Research Committee - this draft document

Administration tutors and students, held training days and getting the word out.

10.3 November - December

Final conclusions, summaries and recommendations - produce booklet (and if viable a short video)

Complete writing this report!

11. EXPECTED BENEFITS FROM THE RESEARCH FOR:

11.1 The Waikato Polytechnic for having the foresight to promote the Interactive Videoconferencing link, especially the portable unit.

Still think it is tremendous technology - I recommend that it needs more human resource to sustain its effective use. If tutors are too expensive - what about senior technical students manning the start/ends of sessions or being on call.

11.2 Current rural students at Te Haeta, Thames and Waitomo Learning Centre, Te Kuiti, who will benefit from the material gathered, and extensive feedback in teaching/learning strategies which will enhance the way the facility is used.

Guidelines in presentation skills for tutors, and student etiquette techniques have enhanced the use of this technology.

11.3 Growth in types of programmes offered over the link.

See list of offered programmes in the appendix.

11.4 A method of marketing this expensive and desirable equipment to other rural areas who may or may not have a small Polytechnic outpost.

Definitely a 1996 project - I believe the presentation kit will go a long way towards more activity in rural areas..

11.5 A possible costing strategy which both the student or user and the Polytechnic or potential supplier can agree on.

It was very helpful for Gavin to be able to source funding for the 1995 year for WLC to operate on the same basis at Te Haeta. The rest of this question needs more research.

11.6 The ability to promote the facility to industry and perhaps forge closer industry/education links.

Will follow up the Taumarunui experience and see if there are any links with Otago Polytechnic - Bureau operation 1996.

11.7 In conjunction with the Kellogg Rural Leadership Programme - the ability to disseminate the findings to 24 key rural leaders and members of parliament nationally.

Completed via final brochure, presentation and general conversations with leaders - from PM Rt. Hon. Jim Bolger to farmers in the back country. See November/December time table in the appendix, which is copyright to Lincoln University.

End of the final Report for the Research Committee.

***Copies to: Jenny Newby-Fraser,
Professional Development Unit***

***Alison Young,
HoD
Information Technology***

APPENDIX

- *Kellogg Rural Leadership Programme - Brochure By WLC*
- *IVC Brochure By Waitomo Learning Centre*
- *Replies To Survey*
- *Telecom Video Conferencing Overcomes Distance Brochure*
- *IVC Submission from student user*
- *Dr W Deming - 14 Points Of Quality Control*
- *J Newby-Fraser - Student IVC Information Sheet letter*
- *Suggestions/Procedures For Effective IVC Learning*
- *Interactive Video Teaching Tips*
- *Telecom - Video Conferencing User Guide*
- *J Newby-Fraser - Classroom Fast Feedback Form*
- *Evaluation Questionnaire B for Students*
- *Trust Bank Waikato Community Trust - Funding List Example*
- *NZ Tele-Learning Centre Directory*
- *Kellogg Rural Leadership Programme - Phase III*
- *Telecom - Video Conferencing Book*

APPLICATION

For people interested in applying to the Kellogg Rural Leadership Programme application forms may be obtained from:



Dr A T G McArthur

Kellogg Rural Leadership Programme
Agribusiness & Economics Research Unit
Lincoln University, PO Box 84
CANTERBURY 8150

Telephone: (03) 325 2811

Fax: (03) 325 3847

Applicants may apply as individuals or be nominated by any organisation involved in rural affairs.

It is helpful to the selection committee if the two referees nominated by the applicant know about the Kellogg Rural Leadership Programme and observed the applicant's leadership qualities.

By nominating referees you authorise the selection committee to obtain confidential information about you suitability to the Programme.

All applications must be dispatched to Kellogg Rural Leadership Programme, Lincoln University.

*"No man/woman is an island...
...great things can not be
accomplished by one person alone.*

*I would like to acknowledge the
Waitomo Learning Centre staff and
students for their support."*

Marlene Perry,
Manager of the Waitomo Learning Centre



KELLOGG RURAL LEADERSHIP PROGRAMME



Produced by Kim Fagan



PO Box 339
TE KUITI
☎ (07) 878 6558



KELLOGG

RURAL

LEADERSHIP

PROGRAMME

"The Kellogg Rural Leadership Programme has provided me with the confidence to be myself, share my visions and action them in a logical, professional manner."

Marlene Perry, Manager of Waitomo Learning Centre

THE PROGRAMME IS BROKEN UP INTO THREE PHASES....



Aims to improve the leadership of the participant by focusing on the important dimensions that make a leader. These include:

- confidence to take the lead
- an understanding of the role of some key institutions in the rural economy
- a high level of communication and human relations skills
- an ability to think critically
- an awareness of the important economic and social issues
- well developed decision making and negotiating skills
- an understanding of the political process
- a high level of personal efficiency for getting things done right
- a knowledge of how to access information
- the ability to research a topic and write it up



Select a topic, research it and write it up.



Residential at Lincoln for three days and three days with leaders of business and parliament, Wellington

COURSE FEES

Course fees are financed by New Zealand Producers Boards (1995):

- New Zealand Meat Producers Board
- New Zealand Kiwifruit Industry
- New Zealand Game and Industry Board
- New Zealand Apple & Pear Board

The Programme will meet all the organising, tuition and administrative expenses involved. Travel and accommodation to be paid by participant or organisation.



Interactive Video Conference



PO Box 339

TE KUITI

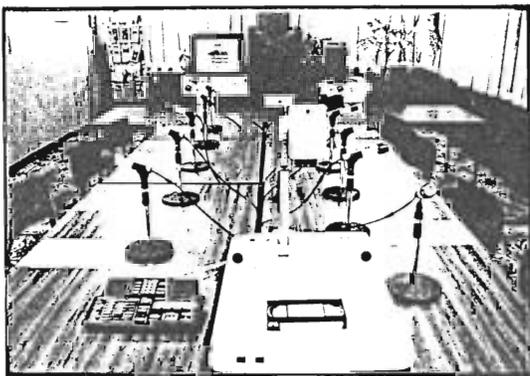
 (07) 878 6558

- *Less travel*
- *New learning Opportunities*
- *Links between locations*

Interactive Video Conferencing... the answer

Interactive Video Conferencing : Description

Video Conferencing uses the capacity of the ISDN (Integrated Services Digital Network) to offer all the advantages of one-on-one or group communications - either nationally or internationally - without the costs, hassles and time involved in travelling.



- Improved efficiency and productivity: You save time and travel costs using Video Conferencing
- Video Conferencing uses Telecom's ISDN network which has the ability to simultaneously transmit data, voice, images, video and graphics on standard telephone lines.
- As well as distance learning, Video Conferencing can be used for business meetings, interviewing, overseas guest speaker appearances, training, auctions and family celebrations.

The Waikato Polytechnic - Leading the way

The Waikato Polytechnic was the first educational institution to install Video Conferencing. It now offers dozens of courses with this innovative technology.

Tutors based on the Polytechnic's campus in Hamilton can conduct courses in Te Kuiti, Gisborne and Thames without having to travel up to ten hours to and from the actual classroom.

"Video Conferencing means students in outlying areas can attend our courses as easily as if they were in Hamilton," says Jenny Newby-Fraser, Co-ordinator of Educational Technology Department.

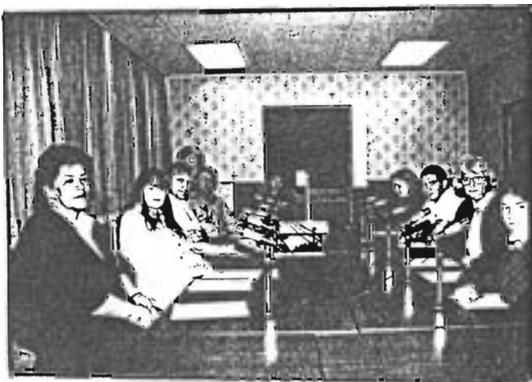
Courses range from Maori language, shorthand/typing, tourism studies and sports science to propagation and social work.

- *People in isolated areas now enjoy far better learning opportunities through Interactive Video Conferencing*

Interactive Video Conferencing... the answer

Interactive Video Conferencing as a Learning Media

With Interactive Video Conferencing technology, teachers in one place can talk face-to-face with students in one or several other locations. They can all see and hear each other and take part in discussions as though they were in the same room. Everything they would usually do in the classroom - draw diagrams, show slides - is possible during Interactive Video Conferencing.



Interactive Video Conferencing offers quality education:

- Accreditation is controlled/monitored by the department delivering the course.
- Rural students can attain high qualifications in an interactive and group supportive manner.
- Encourages students to further their education.
- Business people and the community can access up to the minute information in a two way process, using many mediums - reading, expressing thoughts and feelings, group activities, peer consultation and self directed initiatives.

Distance Learning Responds to Higher School Leaving Age

The raising of the school-leaving age is creating more open learning interaction between secondary and tertiary institutions. With more young people having no alternative but to stay longer at school, distance learning providers are now considering how to help students meet their special needs. As a result some providers are already offering senior students new opportunities to learn tertiary level courses through Interactive Video Conferencing which have an element of career training.

If you would like more information on Interactive Video Conferencing please call Telecom free on 0800 500 303

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PO Box 339
TE KUITI

 (07) 878 6558

Replies received via contacts through The Waikato Polytechnic (tutors), Waitomo Learning Centre (students or tutors), University of Waikato mail drop or Kellogg Scholar grapevine.

Respondent No. and Area	Specific Interest	Responses/ Comments	Marlene has made personal contact
1. Primary School - Patea	Aim 1 1.5 Mobilise future students etc Aim 2.2 Interview three local secondary school headmasters etc	Kellogg Scholar passed on information: Tertiary? Very interesting Aimed at Secondary. Could primary benefit? Cost? Is a modern better/fax at Primary Level?	Tried to contact by phone March 1995 Thought I would wait until I got further info to pass on
2. Whakatane REAP		Kellogg Scholar passed on information: Confused as to what you want: This is what I want to know: 1. Cost - will it really be cheaper than tutors? 2. What specific teaching techniques, preparation etc do I have to take into account? 3. What pitfalls are there? 4. How do you get feedback - do you need a facilitator with the learner group? 5. How do you evaluate its effectiveness? 6. Would it be better to put energies into ETV, that gets into most homes? 7. Alison Broad REAP, CEO, from Southland was involved in a Ministry of Education funded trial - She could give more ideas.	Tried to contact March 1995 Thought I would follow up leads (haven't had time to) Still to do.
3. IVC Student - Te Kuiti	Submission attached	Wrote a follow up letter to tutor - thanking her for her tuition which she found was excellent. The Japanese helped her to negotiate her way around the Tatsuno visit to Japan.	Many of this student's comments became the catalyst to getting the noise levels lowered - sensitive mics at the Hamilton end meant that Te Kuiti students heard every cough, paper shuffle, pen click and student comment. The student was impressed with the tuition - found the large classes at both sites part of teaching/learning problem full comments attached. Responded April 1995 All of this Japanese class comments have now been taken seriously and the IVC is more pleasant than previously.

Name/Address	Specific Interest	Responses/ Comments	Marlene has made personal contact
4. University of Waikato contact - Tauranga		Potential of this technology and would be grateful to receive any printed reference material. Invite to speak to up to 90 people in the 50+ University of Waikato Group.	Passed the request onto Jenny Newby-Fraser as Jenny said that she was going to Tauranga and installing IVC at BOP in July. Jenny was also particularly interested in this respondent's farming background (Deer) and could talk on the Wrightson Deer Sale experiences. Responded 2 May 1995
5. Taumarunui REAP		How do we get one? Can you start sessions January 1995? What do we do first? Priority courses: Te Reo Maori Counselling courses particularly with a Maori perspective Teaching fluent Maori speakers to hand their knowledge on.	I visited Taumarunui with the TWP Education on the Move and showed different groups including REAP the video which comes with the PictureTel unit. This inspired this person especially and she called a special meeting to discuss the potential of the unit and how they could get one. I have had continued dialogue with Taumarunui REAP over December/January. Another REAP member has taken over the Research to hook into the Taumarunui Hospital for the 1996 year. I need to follow this up.
6. Community School - Hastings University of Waikato contact		I have received your brochure I am interested in helping with this research I look forward to your response	Sent respondent the outline of research for a comment. Will follow up
7. Whitianga Youth Worker University of Waikato contact	Aim 1 Develop a starter kit 1.1 - graphically explain 1.2 write a short report 1.3 produce a one page brochure 1.3 list different philanthropic funding 1.4 mobilise future students	Interested in the research Employed as a Youth Worker Contacts with University of Waikato Some of our community have used the Te Haeata Centre We feel really isolated Would like to read the findings	Sent respondent the outline of research Now need to follow up
8. National Organisation of Adult Learners - England WLC contact		Congratulations on your scholarship. In the UK the Open University would be the obvious starting point for links	Still to follow up
Name/Address	Specific Interest	Responses/ Comments	Marlene has made personal contact

<p>9.</p> <p>Centre for Continuing Education University of Waikato</p> <p>WLC contact</p>		<p>Passed request to send leaflets for research onto Bruce Hosking.</p> <p>Congratulated Carol Fagan about her recent BA and Kellogg Scholar Year.</p> <p>Passed on information to ACEA to hold a workshop in 1996.</p> <p>Comments made on Privacy Legislation about sending out pamphlets through student lists.</p>	<p>Sent leaflets to Bruce see below:</p> <p>January 1995</p>
<p>10.</p> <p>Centre for Continuing Education - University of Waikato</p> <p>WLC contact</p>			<p>Agreed to send 50 leaflets to explain the research to key Cont Ed Co-ordinators in their region</p> <p>16 January 1995</p>
<p>11.</p> <p>Rural Education - Patea</p> <p>Kellogg grapevine</p>	<p>Aim 1: Develop an inspiration starter kit</p> <p>1.2 short report connection with telecom</p> <p>1.3 produce a one page brochure "vision of this technology"</p> <p>1.4 List different philanthropic funding organisations etc.</p> <p>Aim 2.2: Interview three local principals etc.</p> <p>Aim 3.6: Talk at ACEA Conference</p>	<p>Kellogg Scholar passed information on about IVC.</p> <p>Rural Ed Co-ordinator for Wanganui Regional Community Polytechnic in Patea.</p> <p>Through the WRCP we have had info on Open Learning via a video from DETAFE, Adelaide and a timetable of polytechnic programming with videoconferencing from 93-95.</p> <p>But I don't know how this has gone - will check with the person in charge of Off Campus. The burning issue for us in Patea would be cost as there is high unemployment and low socio-economic groups. However interest is high in Certificated Courses and growing by leaps and bounds. Please send me any feedback and I look forward to your talk at the ACEA Conference - pity its not till 96!</p> <p>1. How can schools be involved as venues/users - our form 1-7 has high adult learner ratio and is going for National Accreditation in some modules. IVC would give high schools more options and they may be able to use technology already in place to set it up.</p> <p>2. Hopefully your research will reach other Polytechnics not just Waikato.</p>	<p>Still to respond</p>

Name/Address	Specific Interest	Responses/ Comments	Marlene has made personal contact
12. Tutor - Taranaki Polytechnic based at Taumarunui outpost WLC Contact		Interested in outcomes and getting connections between Waikato Polytechnic and Taranaki Polytechnic (ex REAP person) tutors Info Tech ICC & CBC at Taumarunui	Interested in outcomes and connections. Need to follow up as there are some Taumarunui students coming to Te Kuiti for CCSW and if Taumarunui had access to IVC it would save a lot of extra expense and travel. Will ask CCSW tutor if group can follow up using Hospital IVC for Supervisory Sessions?
13. Teacher - Te Kuiti WLC contact		Observer on Japanese Class is writing a journal of personal experience and comments and observations Gained many new techniques from watching IVC TWP tutor input.	Still to receive her journal
14. Teacher - Benneydale WLC contact		One of their teachers currently doing DICE at WLC Interest in general with progress of courses Currently using Audio Graphical Computing technology at their school	Keeping an interest in comments made at DICE classes.
15. Principal - Otorohanga		New Principal - no reply as yet	Expect to meet new Principal in June
16. Teacher - Pio Pio		One of their teachers currently on DICE at WLC Interest in general with progress of courses Currently using modems to complement computer connections with other schools	Keeping an interest in comments made at DICE classes.
17. Tutor - TWP	Mislaid his reply sheet	Wants to see formalised information in form of a handbook & handbook and basic check list instructions at TWP end. More time placed into informing tutors of use of IVC - more practical two way connections with classes as both ends.	Met with tutor during four days research at TWP April 95
18. Tutor - TWP	Just wanted to view Australian Video	Wanted to view Australian Video Tutor on IVC course	Has seen Australian Video Talk to tutor via IVC on a regular basis after student interaction - is enjoying the connection more - lacks confidence at times

Name/Address	Specific Interest	Responses/ Comments	Marlene has made personal contact
19. Tutor - TWP	<p>Aim 1.3 Produce a one page brochure selling the "vision of this technology"</p> <p>Aim 2.3 Interview at least three corporate industries</p> <p>2.4 Catalogue comments from tutors and students</p> <p>2.5 Incorporate at least three teaching/learning strategies</p> <p>2.6 Personally teach a Kiwi Host programme</p> <p>Methodology</p> <p>Interview a cross section of education/industry</p> <p>Investigate alternatives & cheaper options</p> <p>Group Discussions when appropriate with students & potential users.</p>	Tutor on IVC course	Interested in outcomes of research and immediate feedback
20. Kellogg Scholar - Hastings		Awaiting the presentation Nov/Dec Federated Farming background	Asked him for Hastings/Napier contacts
21. Kellogg Scholar - Oamaru		Awaiting the presentation Use for Federated Farmers?	Wants a copy of video to view idea of IVC
22. Kellogg Scholar - Ashburton		Federated Farming background	Asked him if Ashburton uses IVC?
23. Kellogg Scholar - Masterton		Federated Farming background	He tried to get Wairarapa Poly interested
24. Kellogg Scholar - Te Puke		Kiwi Fruit background talked about "grow safe" education for farming families (how to use crop dusters effectively/safely)	No response so far
25. Kellogg Scholar - Kaponga		Dairy Industry background	No response so far
26. Kellogg Scholar - Takaka		Dairy farming background	Thinks Takaka is too isolated for this type of technology
27. Kellogg Scholar - Whangarei		Dairy farming background	no reply
28. Kellogg Scholar - Pleasant Point		Federated Farming Wants to get ordinary farmers interested in further learning	Wants to see video to understand concept
29. Kellogg Scholar - Marton		District Council and High School board member	Wants to see video to understand concept no reply post course in February

Name/Address	Specific Interest	Responses/ Comments	Marlene has made personal contact
30. Kellogg Scholar - Palmerston North		Farming background Interested in giving advice to farmers on economic/social/emotional aspects of death duties and farm ownerships	no reply
31. Kellogg Scholar - Opotoki		District Councillor and interested in bio-ecology Suggested contact Electoral Office to find out if Ministers would be interested in concept for their constituency visits - keep in contact with wide land mass area.	She handed on papers to local Cont Ed person
32. Kellogg Scholar - Amberley		District Councillor - Amberley	No reply
33. Kellogg Scholar - Havelock North		Federated Farmers background Wants to get older people interested in newer ideas	Replies on "how to mind map" and group build rather than IVC specifically Wants to see video
34. Kellogg Scholar - Palmerston North	Aim 2.3 Interview at least three local corporate industries etc Aim 4 To produce a short video etc.	Interested in these comments - would the learning technique adapt and apply to eg. Federated Farmers position holders for communication/human resource type training? Would be interested in seeing a video. Things I would want to know: 1. Concept - how it works (nuts & bolts) 2. Costs - probably most important if it has to fit into an organisation budget 3. What learning topics could be provided with this - do you have your own networks of skilled personnel? My Vision: To be able to use this in a meeting situation where busy people can gain benefit of tuition, where they normally wouldn't be motivated to go to a lecture or undertake further study because of their work commitments or their attitudes (eg think they know it all) ie bring the learning to the people instead of the people to the learning. (Mainly communication) Also to get "top notch" people and skills without cost of them in travel from big cities.	Called into see respondent when visiting Palmerston North. Showed her the video and we had quite a chat about our research topics At the time my knowledge of IVC was minimal and I couldn't answer her questions. March 1995

35. Kellogg Scholar - Te Kuiti	Complete Project IVC	Interested in getting information across to people	Still to pin down precise costings - accurate information on hardcopy
36. Kellogg Scholar - Whakatane		Dairy Farming	No reply
37. Kellogg Scholar - Invercargill		Federated Farming background Interest in Community Development	Wants to see a video IVC would be of use to his area as they presently have 7 hour round trips for Fed Farming meetings.
38. Kellogg Scholar - Westport		District Councillor	Wants to see video
39. Kellogg Scholar - Cambridge		Goat Farmer Community Board Member on several Boards, Old Folk's Home and School Board	Wants to see video
40. Kellogg Scholar - Manaia		Interested in getting young farmers interested in further education and joining Women's Division of Fed Farmers	Wants to see video
41. Kellogg Scholar - Tauranga		Kiwi Fruit farmer interested in connecting and getting information to Kiwi Fruit farmers Nationwide	Wants to see video
42. Kellogg Scholar - Napier		Interested in Sports & Recreation for farming families and community groups - Hillary Commission type work	Wants to see video
43. Kellogg Scholar - Patea		Passed information onto two other organisations	Still to reply to these
44. WLC contact through Kiwi Host National Trainer	Uses IVC for training & administration/management Being one of three satellite campi Interactive unit is very economic in terms of cutting down travel to HQ (7 hrs return trip) Also allows us to access otherwise unviable market sectors in that a lecturer can deliver to two sites simultaneously to create numbers required. Queenstown also doubles as a Telecom Public Suite whereas our units in Cromwell and Dunedin are owned by the Polytechnic		Have been trying to contact Denis but he's as busy as I am - will endeavour to get more info on their costings and three way mechanisms. Also Telecom Public Unit is interesting - I wonder who pays for this?

Telecom Video Conferencing overcomes distance

- Less travel • New learning opportunities • Links between locations

People in isolated areas now enjoy far better learning opportunities through Telecom Video Conferencing.

Video Conferencing uses Telecom's ISDN network, which can simultaneously carry voice, images, text and video on a standard telephone line.

Now a teacher in one place can talk face-to-face with students in one or several

If you would like more information on Telecom Video Conferencing, please call us free on 0800 100 100 or contact your Telecom Account Manager.

other locations. They can all see and hear each other, and take part in discussions, as though they were in the same room. Everything they would usually do in the classroom - draw

diagrams, show slides - is possible during a Video Conference. Documents can be shared by using cameras to project text onto the screen.

Remote education

With Video Conferencing, Otago Polytechnic is bringing students at its outlying campuses in Cromwell and Queenstown right into the classroom in Dunedin.

"As a result, these students can take more advanced courses, in topics such as computer studies and tourism, than they could before," says Lawrie Stenhouse, Head of Commerce at Otago Polytechnic in Dunedin.

"Video Conferencing is also a cost effective way to have meetings with our staff in Cromwell and Queenstown," he says. "Instead of travelling for up to three hours each way for a meeting lasting half that time, they just dial into the Video Conference."

Dozens of courses

Waikato Polytechnic led the way when it was the first educational institution to install Video Conferencing technology in 1992. It now offers dozens of courses with this innovative technology.

Telecom has extended its ISDN network so that tutors based on the Polytechnic's campus in Hamilton can conduct courses in Gisborne, Te Kuiti and Thames without having to travel up to 10 hours to and from the actual classroom.

"Video Conferencing means students in outlying areas can attend our courses as easily as if they were in Hamilton," says Jenny Newby-Fraser, Co-ordinator of Educational Technology Development. Courses range from Maori language, shorthand/typing and sports science, to plant propagation and social work.

Six sites linked

The Auckland College of Education and Telecom recently organised a six site Video Conference. It brought together 116 specialist information resource teachers who were graduating in different parts of the country. ▶

Better for Business

Telecom

Venues in Auckland, Hamilton, Palmerston North, Wellington, Christchurch and Dunedin were linked for this innovative graduation ceremony.

Successful pilot

And in a recent pilot with schools in Wellington, Westland and Buller, The New Zealand Correspondence School taught languages, history, accounting, art history and music via VideoConference. The schools did not have teachers in those subjects, either because they were too small or the topic too specialised.

Clare Donovan, Education Technology Co-ordinator, says: "VideoConferencing is ideal for subjects like Maori, as the teacher can demonstrate gesture along with the words and music of a song. Other languages also benefit because teacher and student can have a natural, two-way conversation as well as exchanging audio tapes.

"The way VideoConferencing builds instant relationships is marvellous. We have always built relationships over paper - but it does take time," says Clare. "Take the change in one student who hadn't done her lessons for months. Once we started using VideoConferencing her work just piled in."

Business venture

In a joint business venture with Telecom, The Open Polytechnic has set up VideoConferencing bureaus in Auckland and Wellington. The Polytechnic uses them itself and is also marketing them for hire to other

organisations. Part of the revenue is invested back into The Polytechnic's other educational activities.

"For many businesses, VideoConferencing is more cost effective than people travelling by plane or car to a meeting. VideoConferencing can be used in many ways - from training sessions and briefings to weekly or monthly staff meetings," says Education Technology Development Manager Mike Swift.

Telecom VideoConferencing

Description: VideoConferencing uses the capacity of the ISDN network to offer all the advantages of one-on-one or group communications - either nationally or internationally - without the costs, hassles and time involved in travelling to meetings.

Basic Rate ISDN transmission at 128Kbits/s provides adequate picture quality for business meetings, however some very fast movements and fine detail may be lost. Using higher transmission rates, such as 384 Kbits/s, improves picture quality.

Benefits of Telecom VideoConferencing:

- Improved efficiency and productivity: You save time and travel costs using VideoConferencing.
- VideoConferencing uses Telecom's ISDN network which has the ability to simultaneously transmit data, voice, images, video and fax at very high speeds.
- As well as distance learning, VideoConferencing can be used for business meetings, interviewing, overseas guest speaker appearances, staff meetings, training, press conferences, meeting clients and customers, auctions and family celebrations.

There are a number of VideoConferencing equipment suppliers in New Zealand offering organisations the option of purchasing or leasing equipment. Telecom, through its partners, operates a growing network of public VideoConferencing bureaus. These are available for hire through a central booking office and are currently located in Auckland, Hamilton, Wellington, Christchurch, Queenstown, Dunedin and Invercargill. Expansion of this network in the short term will include New Plymouth and Nelson.

IVC Submission

As a current student using the Interactive Video Conferencing medium at the Te Kuiti Learning Centre, I offer the following comments.

IVC appears to be a wonderful source for communication and I expect it to have enormous potential for use in the wider rural areas as well as the not so rural business arena.

Students who are reluctant at first to use this medium soon overcome their apprehension and it is apparent that they quickly gain confidence which in its self is a positive step to learning.

My personal observations are however quite critical but are not intended to be negative:

- Our class of 14 - ages ranging from 10 years to 70 plus - has been somewhat disgruntled and disappointed by the very poor communication link we have had with Waikato Polytechnic - problems that were not overcome until the 8th lesson (of 10), when the individual desk top microphones in Hamilton were turned off and the Te Kuiti class could at long last clearly hear their tutor. The tutor was also impressed by the classes fluency - she could communicate with us better and we responded accordingly! As old as they might be, it would seem that upright microphones are much more satisfactory than desktop ones - the desktop microphones pick-up and convey every sound including any paper movement and utterings and when used by the whole class in Hamilton to reply to a question the noise at Te Kuiti was quite intolerable at times.*
- A considerable amount of time seems to be wasted by having two classes operating at once - e.g. Hamilton waits while Te Kuiti is under instruction and vice versa, however I realise that resources must be maximised and one must be tolerant and patient.*
- A pity to have to share the tutors time!*
- Too much time is wasted on Roll Call each night - could each student sign in on arrival and then fax the details of those present to the respective tutor?*
- A least 1 but preferably 2 students should be "trained" to use the Document camera and be able to set the IVC system if required.*

I have viewed the Australian video "Schools Without Walls" and whilst they operate many more IVC units than NZ I would suggest that more intensive training be given to tutors BEFORE or at least when, more units are introduced in this country. PLEASE ensure that good communication links are established between teaching posts. Our tutor appears confident and comfortable using the link but lacks knowledge as to how to get the best out of the document camera at times I think.

While the class generally feels it has not got value for the time and money spent so far, for the following reasons:

- a. IVC not working for weeks 1 and 2*
- b. Textbooks not available for weeks 1 and 2*
- c. Dreadful communication for 7 weeks (Perhaps we were guinea pigs!*

and despite all of the above mentioned frustrations we do appreciate the fact that we have been able to attend a class that may not have been available if the IVC was not up and running in Te Kuiti.

Personally, I firmly believe that there is definitely a future for IVC that should be actively pursued and feel confident the concerns I have raised can easily be remedied.

Good luck!

"Through the Looking Glass" - October 1995 Appendix

DR W DEMING : 14 POINTS OF QUALITY CONTROL

1. CONSTANCY OF PURPOSE.
2. ADOPT THE NEW PHILOSOPHY
3. CEASE DEPENDENCE ON MASS INSPECTION
4. CEASE DOING BUSINESS ON PRICE TAG ALONE
5. CONTINUAL IMPROVEMENT OF PROCESS
6. INSTITUTE TRAINING ON THE JOB
7. INSTITUTE LEADERSHIP
8. DRIVE OUT FEAR
9. BREAK DOWN BARRIERS BETWEEN DEPT'S
10. ELIMINATE SLOGANS, EXULTATIONS, TARGETS.
11. ELIMINATE NUMERICAL QUOTAS
12. ALLOW PRIDE IN WORKMANSHIP
13. INSTITUTE A PROGRAMME OF SELF IMPROVEMENT
14. DO IT!

RECEIVED

03 MAY 1995



MEMORANDUM

TO: Kim Linklater
Marlene Perry

FROM: Jenny Newby-Fraser

DATE: 2 May 1995

SUBJECT: **Student IVC Information Sheet**

Enclosed is a suggestion sheet for students which hopefully will help their learning in the IVC environment. My thinking was you would give these out at the beginning of each session - or maybe when people enrolled - and the class tutor would give out copies at the Hamilton end. The tutor would then spend a little time introducing the system.

I have copied the information on to red so it stands out and may have more chance of being read! This is something we can't always guarantee will happen of course.

I will send you more copies when they come from the printery.

The tutors who are presently in the middle of teaching can decide whether they will give these out to classes now (some are going well and remembering their tutor's guidelines), although you may like to make them available to "older" students now.

I would like your comments / feedback. I didn't want to put too much information in as it could be overwhelming.

Encl.

Regards

Jenny

jas:jnf195

SUGGESTIONS/PROCEDURES FOR EFFECTIVE IVC LEARNING

For Students

The unique conditions of the videoconferencing classroom eg a slight delay between auditory and visual delivery and the open-mic situation, mean it is necessary to establish certain "rules of etiquette" that will allow participants to learn more effectively.

- 1 Be prepared before class begins. Place all necessary material (textbooks, paper, pens) on the table before you so there is no needless shuffling through backpacks or bags during class.
- 2 As with traditional classes please be on time. If you are unavoidably late, enter quietly and take your seat. It is better for Hamilton students particularly to have all your books, papers and pens ready before sitting down.
- 3 To make it easy for tutors to remember names they may prefer you to always sit in the same seats.
- 4 Remember to look at both the camera and the people in your room when you are talking. This is particularly pertinent to Hamilton people, otherwise the offsite students only see the back of your head.
- 5 You are to conduct yourselves in the same manner as you would in a traditional classroom setting. This applies to comings and goings from the room.

- 6 If you cannot hear well, or see the tutor or students clearly, or a document, politely inform the speaker, just like you would in a traditional classroom.
- 7 Please avoid idle chatter, rustling of papers, clicking of pens or any other distracting behaviour. The Hamilton mics are very sensitive and pick up all these sounds.
- 8 Speak in a loud, clear voice but do not shout. Thames and Te Kuiti students - make sure your voice is directed towards the microphone, about 30 to 40 cm away from it (elbow to wrist distance). This is not so important for Hamilton students because your microphones are multi directional.
- 9 In Hamilton the two microphones near the monitors are deliberately angled away from the monitors to prevent feedback from the offsite venue. (Note: the microphone plan on the Hamilton classroom wall).
- 10 Speak in sentences if possible, because one word answers tend to get lost in transmission and are difficult to understand.
- 11 For those of you who speak quickly, you may need to slow your rate of speech a little so that you can be clearly understood.
- 12 As in all other classes, if you tend to be a talker, be sensitive to others who might like to have input into the session.

At first the environment may seem different and strange but these feelings will soon go. Follow these rules of etiquette and get yourself involved in the sessions by interacting and participating.

Jenny Newby-Fraser

Co-ordinator - Education Technology Development

Professional Development Unit

INTERACTIVE VIDEO TEACHING TIPS

Interactive Video Classroom

Teaching over the Interactive video link can be a different type of experience and requires some thought and preparation that is different from the traditional classroom. The suggestions are a compilation of suggestions offered by people who have taught on the system. The tips are listed to help you create a classroom environment that utilises the technology to enhance student learning. Jenny Newby-Fraser is available to help you in any way needed to make this experience successful for you and your students.

- 1 Be sure that the students are all seated so that they are within camera range. This promotes a sense of class belonging and unity.
- 2 Refer to ALL students by name to encourage the concept of one class. Draw up a seating name plan that you can quickly refer to. Have it on the desk in front of you.
- 3 Initially encourage (suggest) the students identify themselves when they speak into the microphone. This helps to learn everyone's name at both sites and helps those at Thames to feel like they are recognised as an individual and not as items on the TV monitors.
- 4 Repeat each student's question prior to answering to ensure that ALL students hear the question and understand your response.
- 5 When talking to the Thames site, or other venue, be sure to look at the camera in the back of the room. When teaching at both sites vary your eye contact as you would in the regular classroom.
- 6 To encourage an active participation in the learning process design handouts that require student involvement with the information.
- 7 Colour code handouts to facilitate the distribution process at both sites. This will allow you to identify and refer to handouts accurately and permit students rapid access to the material.
- 8 Make sure your handouts and tests are available one week before the class. This time is necessary in order that the materials can arrive in time for distribution.

Send to: Kim Linklater
Te Haeata
PO Box 713
Thames

Marlene Perry or Lei Hepi
Waitomo Learning Centre
P O Box 339
Te Kuiti

HELPFUL HINTS FOR VIDEOCONFERENCING

BEFORE THE VIDEOCONFERENCE

Make sure you have:

- Confirmed the Conference details, including date, time and bureau location, with all participants.
- Appointed a Conference Chairperson and a Leader for each site.
- Provided each Conference participant with:
 - a written set of objectives for the meeting;
 - an agenda;
 - details of any plans, reports, visual aids or other items they should bring to the meeting.
- Ensured that you have ready any visual aids you will require, such as slides, overheads and product samples.

DOCUMENTS

If you are going to be displaying documents using the document camera, ensure that the information is easy to see. For example, you should consider using a larger-than-normal font, and limiting the amount of copy on each page.

DURING THE VIDEOCONFERENCE

- **CLOTHING**
Avoid wearing clothing with very bright or detailed patterns which may be distracting on-screen. Bright or shiny jewellery should also be avoided, as it can reflect light and create a glare.
- **INTRODUCTIONS**
Ensure that the participants at each site have the opportunity to introduce themselves before the meeting begins.
- **MEETING STRUCTURE**
Make sure the agenda is closely followed, particularly the time allocated for each item. If necessary, remind participants that the time available for the Conference is limited, and that they should continue discussion outside the meeting if necessary.
- **PARTICIPATION**
If more than two sites are taking part in the VideoConference, the Conference Chairperson should invite participants at each site to contribute to the discussion individually. This ensures that everyone has their fair say, and avoids participants talking over one another. It is especially important that participants in a Multi-site Conference do not interrupt unnecessarily, as the bridge will automatically switch the image that everyone sees to the site that is talking.
- **MOVEMENT**
Fast movement is not always transmitted clearly on a VideoConference screen, and therefore should be avoided if possible.

ENJOY YOUR VIDEOCONFERENCE

Telecom

VIDEOCONFERENCING

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Printed April 1995

Telecom New Zealand Limited

Telecom
VIDEOCONFERENCING

User
Guide

Videoconferencing

TELECOM SERVICE BOOKING CENTRE
PH: 0800 509 707 FAX: 0800 500 794

WELCOME TO TELECOM VIDEOCONFERENCING!

VideoConferencing gives you the ability to hold face-to-face meetings with business colleagues in New Zealand and overseas, without the need to travel.

This User Guide contains valuable information such as how to book a VideoConference, and helpful hints to make your next VideoConference both productive and enjoyable.

If you have any further questions about VideoConferencing, talk to your Telecom Account Manager.

BOOKING A VIDEOCONFERENCE

All bookings for VideoConferences are made through the Telecom Service Booking Centre. The Service Booking Centre is open from 8 am to 5 pm, Monday to Friday. Messages can be left after-hours.

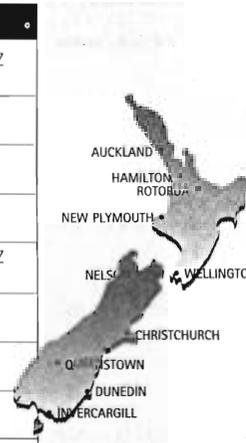
A VideoConference can be booked for any time between 8 am and 5 pm, Monday to Friday. Special arrangements can be made for after-hours VideoConferences; however, an additional fee will apply. Contact the Service Booking Centre for more information.

Two working days' notice is usually required for a national VideoConference. For a VideoConference involving international locations, five working days' notice is required.

THE PUBLIC BUREAU NETWORK

Telecom has established public VideoConferencing bureaus in most main centres throughout New Zealand. Details of each location are provided below. All bookings can be made through the Service Booking Centre.

City	Location
Auckland	The Open Polytechnic of NZ 120 Mayoral Drive
Hamilton	Telecom New Zealand 850 Victoria St
Rotorua	Waiariki Polytechnic Mokoia Drive
New Plymouth	Taranaki Polytechnic 20 Bell St
Wellington	The Open Polytechnic of NZ 152 The Terrace
Nelson	Quality Hotel Rutherford 121 Trafalgar Square
Christchurch	Telecom New Zealand 7 Deans Avenue
Queenstown	Otago Polytechnic 20 Shotover St
Dunedin	Telecom New Zealand Cnr Moray Place & Princess St
Invercargill	Southland Polytechnic 133 Tay St



Each bureau is attractively furnished and comfortably seats up to six people. Some bureaus can accommodate more people. Please advise the Service Booking Centre of your requirements.

Catering facilities are available at all bureaus, and should be requested at the time of booking. Car parking is available nearby.

Each bureau contains all of the equipment needed for your VideoConference, including a large television screen, loudspeakers and built-in camera. Trained hosts are available to assist you.

A separate document camera lets you display documents such as graphs and pictures during the Conference. A video recording facility is also available.

MULTI-SITE VIDEOCONFERENCING

If required, Telecom can arrange a Multi-site VideoConference, linking up to eight national and international locations. These can include both public bureaus and in-house facilities. Bookings for all Multi-site VideoConferences are made through the Service Booking Centre.

In a Multi-site VideoConference, the site that is talking is the image seen by other participants. The site talking will have the image of the previous site on their screen.



INTERNATIONAL VIDEOCONFERENCING

International VideoConference bureaus can be booked through the Service Booking Centre. Bureaus are available in most major cities in the following countries:



AUSTRALIA BELGIUM
CANADA FINLAND
FRANCE GERMANY
HONG KONG
JAPAN NORWAY
SINGAPORE
SPAIN SWEDEN
SWITZERLAND USA UK

Most international bureaus require payment for bureau hire to be made locally. However the Service Booking Centre will attempt to make special arrangements if required.

FAST FEEDBACK FORM

Use this form to share any ideas or comments about the class. This includes the way the class is being taught, the content, the TV equipment, or anything else. Your comments will be reviewed and all possible changes made.

Date _____

Tutor: _____

Class: _____

Ideas or comments:

Videoconferencing Room Fax No. 07 839 7099

Polytechnic Fax No. 07 838 0707

EVALUATION QUESTIONNAIRE B - STUDENTS

During the term you have been a student on a course using interactive teaching.

In order to evaluate this teaching system, your assistance in completing this questionnaire is much appreciated. Your responses will be kept confidential by the trial evaluator, Jenny Newby-Fraser.

Please circle the appropriate number and/or provide written comments as you feel appropriate.

1 Course Name

2 Site you attended Te Kuiti Hamilton

3 Taken overall, how successful do you think this course was? (Please circle one number)

Completely Fairly Not at all
5 4 3 2 1

4 With regard to the equipment you used, please indicate what you thought about:

a The quality of the picture for the purpose of this session?

Excellent Fairly good Poor
5 4 3 2 1

b The quality of the sound?

Excellent Fairly good Poor
5 4 3 2 1

c Please comment further on any aspects of the equipment and production quality

.....
.....
.....

5 With regard to the course, to what extent was there adequate interaction among all participants.

Completely To some extent Not at all
5 4 3 2 1

6 Compared with face-to-face sessions, in your opinion:

a How effective do you feel this video teaching has been?

Completely		To some extent		Not at all
5	4	3	2	1

Please comment and give reasons:

.....
.....

b What advantages and disadvantages did you notice with video teaching compared to face-to-face sessions?

Advantages

.....

Disadvantages

.....

7 Would you attend a course being taught on the system again?

Yes Maybe No

Please indicate any conditions for your use:

.....
.....
.....

8 Any further comments. Please also indicate below any examples of those things about the system which you think *should be changed or improved*.

.....
.....
.....

Thank you

Jenny Newby-Fraser

Fundview TRUST BANK WAIKATO COMMUNITY TRUST 18 Oct 94

Contact : Geoff Balme, Secretary
Trust Bank Waikato Community Trust
c/o PO Box 191 Hamilton Phone: 07-639 3838
Hamilton Fax: 07-639 4178

Application Form: from the contact name and address given above
Close Dates : 15/05/94 15/05/95 / / / / / / / /
Will Fund : Groups

Eligible Districts: Franklin, Hamilton, Waipa, Matamata/P, Waikato, Sth Waikato
: Otorohanga, Waitomo, Rongopu, Taupo
: Hauraki
: Thames Command
:
:

Eligibility Criteria: must be for a charitable purpose
: must be able to produce audited accounts
:
Eligibility Notes :
:

Projects Funded Activities Funded
most projects considered-see exclusions most activities eligible-see exclusions

Projects NOT Funded Activities NOT Funded

History of Fund : Trust incorporated in 1980 in accordance with the Trustee
: Banks Restructuring Act.
:
:

Fund Objectives : To provide charitable, cultural, philanthropic and
: recreational benefits to the community within the Waikato
: King Country & Thames Valley region
:

Funds Available : \$ 1 million
Upper Limit : no set upper limit
Fee Paid : nothing (payment made after grant approved)
Funding 1 year : \$ 300,000
Grant 1 year : 200%

Decision Time : within 4 weeks
Timetable : Application close 15 May, decision notified
: 15 September
:

How to Apply : complete form
Form and info : from the contact name and address given above
Info Required : Name, address and phone number of applicant or contact
: a detailed proposal, budget and time frame for project

*Fundview
Database
Available at
District Councils
for Committee Use
WDC does not charge
for this Service*

Fundview

TRUST BANK WAIKATO COMMUNITY TRUST

18 Oct 94

↑
New 16
19 05
get
of
up

:how much funding wanted, how much to have, how successful not
:who else has been asked, has given or is giving funds
:audited accounts
:application form/guidelines lists other information required

Letters :a letter sent to contact person immediately grant approved
:a letter sent to say application was unsuccessful

Receipts Required:letter acknowledging grant and stating how it was spent
:see the Other Information page for details
:

Decision Makers :E H Barnes, D Bay, D J Braithwaite, M M Brooker,
:I R Gear, J A Grace, L Holder, M M Lamb
:M M Leggat, R T L Mahuta, F J H Parker, R Stanich
:A G Steel, L Storey

Info also from :Trust Bank branches
:
:

Other Information:

- *Successful applicants invited to annual grants function where they are informed of the amount of their grant.
- * Applicants who receive grants of over \$1000 are required to provide additional information on spending of grant.
- * Most grants are up to \$20,000

NZTLN Directory of Tele-Learning Centres

Tele-Learning Centres, equipped to agreed standards, are a key component of the New Zealand Tele-Learning Network.

Located throughout New Zealand, the Centres may be based in tertiary and distance education institutions, primary and secondary schools, workplaces and the homes of individual students and teachers.

Properly equipped Centres may function as receiving sites; teaching sites; or courseware development sites.

The NZTLN links Tele-Learning Centres, in any combination, providing bridging services for audio, graphics and video links.

The following directory shows sites in three categories::

- A** sites with audio facilities only.
- B** sites with audiographics as well as audio facilities;
- D** sites equipped with video as well as audiographics and audio facilities;

The directory is necessarily incomplete as the number of sites is increasing rapidly. In addition, we have published details only of sites which have confirmed they would like to be listed in the directory.

Users and course providers their sites published in future NZTLN Directories, or any education provider wanting to join the Network, are advised to contact the NZTLN Operations Centre.

NZ Tele-Learning Operations Centre:

HELP DESK 0800 500 075 - for assistance and enquiries. Immediate help is available during business hours and during any times booked on the graphics bridge. Outside of these hours, your call will alert staff via a pager.

Address:

P O Box 9667, Te Aro,
WELLINGTON
or
First Floor, Paper Plus House,
Taranaki Street, WELLINGTON

Network Manager:

Digby Turner
Fax: 0-4-385 8741
E-mail: tln_help@nzonline.ac.nz

Tele-Learning Centre (by regions)	Type	Location	Contact Person / Centre Manager			
			Name	Telephone	Fax	e-mail
NORTHLAND						
Te Kura Taumata O Panguru Area School	B	Kohukohu	Jill Paaka	0-9-409 5701	0-9-409 5703	
Tauraroa Area School	B	Maungauramea	Chris Eve	0-9-432 2643	0-9-432 2436	
AUCKLAND						
Auckland College of Education	A	Auckland	Gwen Gawith	0-9 638 7009	0-9- 638 7056	
Auckland Institute of Technology	A	Auckland	Marie Wales	0-9-307 9999	0-9-307 9968	
Manukau Polytechnic	A	Auckland	Hazel Hall	0-9-274 6009	0-9-273 0701	
The Open Polytechnic	B, D	Auckland	Jay Reid	0-9-377 4672	0-9-358 3868	
UNITEC Institute of Technology	A	Auckland	Vern Smith	0-9-849 4180	0-9-815 4312	
WAIKATO/BAY OF PLENTY						
Bennydale Area School	B	Bennydale	Elsie Beever	0-6-878 4829	0-6-878 4829	
Piopio College	B	Piopio	David Day	0-7-877 8173	0-7-877 8388	btegg@nzonline.ac.nz
The Waikato Polytechnic	D	Hamilton	Jenny Newby-Fraser	0-7-834 8888	0-7-838 0707	
The Waikato Polytechnic	D	Thames	Jenny Newby-Fraser	0-7-834 8888	0-7-838 0707	
Waiariki Polytechnic	B, D	Rotorua	Denise Hansen	0-7-346 8956 extrn 8956	0-7-346 8861	hansend@waiariki.ac.nz

Tele-Learning Centre (by regions)	Type	Location	Contact Person / Centre Manager			
			Name	Telephone	Fax	e-mail
HAWKES BAY/EAST CAPE						
Colenso High School	B	Napier	Brent Hucker	0-6-843 3021	0-6-843 3672	
Lytton High School	B	Gisborne	Maurice Alford	0-6-868 5193	0-6-867 1132	
Ngata Memorial College	B	Ruatoria	Arnold Reedy	0-6-864 8148	0-6-864 8144	
Tairāwhiti Polytechnic	A	Gisbourne	Mark Chapman	0-6-868 8068	0-6-868 6606	
Te Kura Kaupapa o Nga Taonga Tūturu Ki Tokomaru	B	Tokomaru Bay	Hana Burke	0-6-864 5656	0-6-864 8164	
Te Waha O Rerekohu Area School	B	Te Araroa	Richard Katipa	0-6-864 4853	0-6-864 4868	
Te Whare Wanaga O Ngati Porou	B	Ruatoria	James Aupouri	0-6-864 8884	0-6-864 8243	
Tologa Bay Area School	B	Tologa Bay	George Lavendas	0-6-862 6765	0-6-862 6698	
Waikirikiri School	B	Gisbourne	Tautohe Kupenga	0-6-868 8297	0-6-868 5859	
TARANAKI						
Taranaki Polytechnic	A	New Plymouth	Noel Bridgeman	0-6-757 6619	0-6-758 7513	
WANGANUI/MANAWATU						
Dannevirke High School	B	Dannevirke	Stuart Wright	0-6-374 8302	0-6-374 6134	
Makoura College	B	Masterton	David Ellena	0-6-378 6074	0-6-378 2462	
Manawatu College	B	Foxton	Kevin Farrell	0-6-363 8099	0-6-363 6076	
Massey University	B	Palmerston North	David Stewart	0-6-356 9099 extn 8649	0-6-350 5619	D.J.Stewart@massey.ac.nz
Otaki College	B	Otaki	Colin Pearce	0-6-364 8204	0-6-364 5483	
Palmerston North College of Education	A	Palmerston North	Kathy Broadley	0-6-357 9104	0-6-356 9032	
Queen Elizabeth College	B	Palmerston North	Stephen Wong	0-6-358 9033	0-6-358 4156	
Rangitikei College	B	Martin	Mark Smorti	0-6-327 7024	0-6-327 8287	
Taihape College	B	Taihape	Peter Skilbeck	0-6-388 0130	0-6-388 1130	
Tararua College	B	Pahiatua	Carl Pester	0-6-376 8344	0-6-376 8457	tararuac@nzonline.ac.nz
Waverley High School	B	Waverley	David Johnson	0-6-346 5508	0-6-346 5030	
WELLINGTON						
Chilton St James School	B	Lower Hutt	Alan Sorenson	0-4-566 4089	0-4-569 5223	
Digicom Networks Ltd	B	Wellington	Digby Turner	0-4-385 8825	0-4-385 8741	digicom@nzonline.ac.nz
Hutt International Boys' School	B	Heretaunga	Kevin Keys	0-4-528 6227	0-4-528 6237	
Petone College	B	Petone	Lindsay Scott	0-4-568 7084	0-4-568 2011	
Porirua College	B	Porirua	Doug Sheppard	0-4-237 5465	0-4-237 6160	ks@actrix.gen.nz
The Correspondence School	D	Wellington	Clare Donovan	0-4-474 4395	0-4-499 4000	
The Open Polytechnic	B	Lower Hutt	Graham Quinlan	0-4-560 5982	0-4-560 5711	quigra@mhs.topnz.ac.nz
The Open Polytechnic	D	Wellington	Muriel Pederson	0-4-495 1100	0-4-495 1170	

Tele-Learning Centre (by regions)	Type	Location	Contact Person / Centre Manager			
			Name	Telephone	Fax	e-mail
Wellington Polytechnic	B	Wellington	Paul Bryant	0-4-801 2797	0-4-382 8757	bryant@eng.wnp.ac.nz
GOLDEN BAY/MALBOROUGH						
Collingwood Area School	B	Collingwood	Geoff Scrimgeour	0-3-524 8125	0-3-524 8124	collings@nzonline.ac.nz
Nelson Polytechnic	A	Nelson	Tony Greep	0-3-546 9175	0-3-546 2440	esim@admin.nelpoly.ac.nz
Queen Charlotte College	B	Picton	Colin Readman	0-3-573 6558	0-3-573 6559	
Rai Valley Area School	B	Malborough	Neil Hickling	0-3-571 6016	0-3-571 6016	rvalley@nzonline.zc.nz
Tapawera Area School	B	Nelson	Vince Dobbs	0-3-522 4337	0-3-522 4377	tapawera@nzonline.ac.nz
WEST COAST						
Inangahua College	B	Reefton	Hans Zindel	0-3-732 8421	0-3-732 8421	inangacl@nzonline.ac.nz
Murchison Area School	B	Murchison	Don MacIennan	0-3-523 9072	0-3-523 9588	murchas@nzonline.ac.nz
Tai Poutini Polytechnic	B	Greymouth	Nicki Skelton	0-3-768 0411	0-3-768 4503	
CHRISTCHURCH						
Akaroa Area School	B	Akaroa	Peter Lawrence	0-3-304 7108	0-3-304 8781	
Amuri Area School	B	Culverdon	Don Macgregor	0-3-315 8234	0-3-315 8234	
Cheviot Area School	B	Cheviot	Ken Boyle	0-3-319 8787	0-3-319 8789	cheviots@nzonline.ac.nz
Christchurch College of Education	B	Christchurch	Derek Wenmoth	0-3-348 2059	0-3-348 4311	
Hawarden Area School	B	Hawarden	John Foster	0-3-314 4430	0-3-314 4559	
Lawrence Area School	B	Lawrence	Wayne Basley	0-3-485 9906	0-3-485 9907	
Oxford Area School	B	Oxford	Trevor Scott	0-3-312 4197	0-3-312 4824	oxfordas@nzonline.ac.nz
Rudolf Steiner School	B	Christchurch	John Suggate	0-3-337 0514	0-3-337 0515	rudolfst@nzonline.ac.nz
Twizel Area School	B	Twizel	Sue Royce	0-3-435 0650	0-3-435 0795	
OTAGO/SOUTHLAND						
Catlins Area School	B	Owaka	Bernard Klitscher	0-3-415 8036	0-3-415 8037	
Dunedin College of Education	A	Dunedin	Catherine Fitzgerald	0-3-477 2289	0-3-477 6573	
Kurow Area School	B	Kurow	Lois Herbert	0-3 436 0660	0-3 436 0660	
Southland Polytechnic	A	Invercargill	Paul Jennings	0-3-218 2599	0-3-214 4977	

Subjects / Courses / Programmes delivered via Audiographics

Subject	Level	Source
Japanese	Form 3	The Correspondence School
Art	Form 4	The Correspondence School
French	Form 4	The Correspondence School
German	Form 4	The Correspondence School
Agriculture	Form 5	Collingwood Area School
Agriculture	Form 5	The Correspondence School
Art	Form 5	The Correspondence School
Geography	Form 5	Inangahua College
Graphics	Form 5	Cheviot High School
Graphics & Design	Form 5	The Correspondence School
History	Form 5	Inangahua College
Home Economics	Form 5	The Correspondence School
Music	Form 5	The Correspondence School
Accounting	Form 6	Twizel Area School
Agriculture	Form 6	The Correspondence School
Art	Form 6	The Correspondence School
Economics	Form 6	Tapawera Area School
Economics	Form 6	Oxford Area School
Geography	Form 6	Cheviot Area School
Graphics & Design	Form 6	The Correspondence School
Physics	Form 6	Amuri Area School
Physics	Form 6	Tapawera Area School
Samoan	Form 6	Porirua College
Accounting	Form 7	Colenso High School
English	Form 7	The Correspondence School
Graphics & Design	Form 7	Manawatu College/Tararua College (shared)
Graphics	Form 7	Oxford Area School
Japanese	Form 7	Otaki College
Mathematics	Form 7	The Correspondence School
Physics	Form 7	Makoura College/Colenso High School (shared)
Mandarin		Queen Elizabeth College
Philosophy		Makoura College
History		Oxford Area School
Maori	All levels	Ngata Memorial College cluster
Note:		Courses delivered by The Correspondence School are tightly linked to their existing distance education courses. The list is growing, including a move into the primary area.
Note:		Courses delivered by other schools are usually to an established cluster of schools. If you are interested in joining in, please call the contact person for the school delivering the course.
Note:		For the next issue, we would like to list courses planned for 1996 to help schools planning their use of this delivery media. Please let the NZTLN Operations Centre know of your plans or needs.



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Kellogg Rural Leadership Programme
Course XIII Phase III
November 1995

Date	Time	Details
Saturday 25 November	1830-2030	Dinner at Lincoln University "An Update on the Political Scene", Professor Keith Jackson, Emeritus Professor of Political Science, University of Canterbury
Sunday 26 November	0800-0845 0845-0930 0930-1015 1015-1030 1030-1115 1115-1200 1200-1245 1245-1345 1345-1430 1430-1515 1515-1530 1530-1615 1615-1700 1830-2030	Simon Beamish - <i>Water Resource</i> Rupert Curd - <i>TRB Control</i> Susan Fellows - <i>Kiw. Fruit Profitability</i> Morning tea David James - <i>Animal Welfare</i> Tom Lambie - <i>Marlene Chair - Quality Control Farming</i> Wendy Lynch - <i>Wetlands</i> Lunch Sally MacDonald - <i>Libraries Kurini</i> Douglas Brown - <i>pregnancy testing of sheep</i> Afternoon tea James Falloon - <i>Reviews - Make Resistant</i> <i>in sheep parasite</i> Gordon Glentworth - <i>Ayrshire Cows</i> Dinner at Lincoln University "New Zealand's Strategic Problems", Stewart McMillan, Christchurch Press specialist on foreign affairs
Monday 27 November	0800-0845 0845-0930 0930-1015 1015-1030 1030-1115 1115-1200 1200-1245 1245-1345 1345-1430 1430-1515 1515-1530 1530-1615 1615-1700 1830-2030	News review - <i>Andrew</i> Royce Kokich - <i>Dairy Products</i> Marlene Perry - <i>UC</i> Morning tea Caroline Lapp - <i>Rating Review Rangitiki</i> Kate Lynch - <i>Farm Tradition to Children</i> Lochie MacGillivray - <i>Max Benefits of Sheep Ind. Research</i> Lunch Penny Mudford - <i>Prevalence of Milk Production in NZ</i> Brian Power - <i>Computer Technology in the Farm Dairy</i> Afternoon tea Rosalie Sampson - <i>Marlene Review Recruitment</i> Sue Trezise - <i>ARC Rural Organizations</i> <i>Retention of local GP's</i> Dinner at Lincoln University Lady Isaac, Isaac Wildlife Trust

105

Handwritten notes:
FSG (420 Cows)
745 of 5000
readily anyone
was there -
unlimited pet. time *

Tuesday 28 November	0800-0845	News review	
	0845-0930	Annemarie Wedd - <i>Hillary Commission</i>	
	0930-1015	David Rose - <i>Procurement of Sheep Meat for Meat Ltd.</i>	
	1015-1030	Morning tea	
	1030-1115	Andrew Taylor - <i>Goat Industry.</i>	
	1115-1200	Doug Voss	
	1200-1245	Lunch	
	1245-1345	Terry Whelan	
	<i>3pm-4pm</i>	1345-1500	Pack up and shuttle to airport
	<i>6:20 Meet PM. 4:30</i>	1515	Leave Christchurch Airport by Ansett 734
	1630	Arrive Sharella Motor Inn	
<i>7:30</i>	1830	Dinner at Bellamys with MPs for those who have arranged this through Mr Don Slade, John Luxton's secretary. Parliament will be sitting. Otherwise arrange your own activities for the evening.	
Wednesday 29 November	0830	Start walking down to Parliament	
	0850	Assemble in foyer of Bowen House	
	0900-1000	Meeting with Hon. Mr Peter Peter Tapsell, Speaker of House of Representatives	
	1000-1200	Sit in on Committees of the House under guidance of David Brownlee, Select Committee Clerk	
	1200-1230	Meet with Hon John Failoon, Ministry of Agriculture, Level 1, The Terrace	
	<i>12.30-1.45</i>	1230-1345	Lunch and Review at Wools of NZ, Wool House, 10 Brandon Street to which spouses are invited (not Group X)
	<i>12.30 - 2pm.</i>	1230-1400	Group X interviews and has lunch with Dr Rod Deane, Managing Director, Telecom Corporation of NZ Ltd, Telecom Network House, North Tower, Level 8, 68 Jervois Quay, Ph.382-3333
	<i>2pm - 3:15</i>	1400-1515	Group Y interviews Mr Roger Tobin, President, PPTA, 1 Edwards Street, Ph.384-9964. <i>(Will be 15 minutes late.)</i>
			Group Z interviews Geoff Robinson, NZ Public Radio, Broadcasting House, Bowen Street, Ph.474-1846
	4:45-5pm.	1545-1700	Group X interviews Mr George Hickton, CEO, Totalisator Agency Board, 106 Jackson Street, Petone, Ph.576-6925
<i>3.45 - 5pm.</i>		Group Y interviews Dr Grant Sinclair, CEO, Wools of NZ, 10 Brandon Street, Ph:472-6888	
		Group Z interviews Kevin Smith, Conservation Director, Royal Forest and Bird Society, 172 Taranaki Street, Ph.385-7374	

Runme not
 Tips on leadership - Style
 Observations of other leaders.
 Thanks.
 Chatham Age Rules.

5.30-6.30 Hidden Cent Trade Show 10/11/12

NZCom Act

Legal
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Economic
Education Dept

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Cecily

<p>6.30-7.30 28th cont... 7.30 off</p>	<p>1730-1830 1830</p>	<p>Review at Wools of NZ to which spouses are invited</p> <p>Kelloggers to arrange their own evening's activities. Parliament will not be sitting.</p>
<p>Thursday 30 November</p> <p>Known over key issues likely outcome known emancipate why we are here Lack of ownership in</p>	<p>0630-0800 0845-1015 1045-1200 1230-1345 1400-1515 1545-1700 1730-1830 2000</p>	<p>Group A visits Mr Trevor Henry, Manager, News and Current Affairs, NZ Public Radio, Bowen St, to see Morning Report being put to air.</p> <p>Group X interviews Mr Tony Gavin, Acting General Manager, NZ Employment Service, Ph:471-2925</p> <p>Group Y interviews Ms Beverly Wakeham, General Manager of Human Resources, Wrightsons, Porirua, Ph:237-6623</p> <p>Group Z interviews Ms Margaret Bazley, Director General, Department of Social Welfare, Bowen Street, Wellington Ph:472-7666</p> <p>Group X interviews Mr Gowan Pickering, Managing Director, IBM, 171 Featherston Street, Ph:576-5999</p> <p>Group Y interviews Commissioner R N MacDonald, NZ Police National HQ, 180 Molesworth Street, Ph:474-9499</p> <p>Group Z interviews Mr Warwick Bishop, CEO, New Zealand Meat Producers' Board, 110 Featherston Street, Ph.473-9150</p> <p>Lunch and review at Wools of NZ for all groups to which spouses are invited.</p> <p>Group X interviews Mr Angus Bradshaw, Marketing Manager, National Bank of NZ, National Bank House, 170-186 Featherston Street, Ph:494-4000</p> <p>Group Y interviews Ms Angela Foulkes, Secretary, NZ Council of Trade Unions, 178 Willis Street, Ph:385-1334</p> <p>Group Z interviews Mr David Pilkington, Group General Manager Operations, NZ Dairy Board, 25 The Terrace, Ph:471-8810</p> <p>Group X interviews Dr Murray Horn, Secretary to the Treasury, The Treasury, 1 The Terrace, Ph:472-2733</p> <p>Group Y interviews Dr Donald Brash, Governor, Reserve Bank, 2 The Terrace, Ph:471-3673</p> <p>Group Z interviews Dr Richard Janes, CEO, NZ Game Industry Board Level 9, 5-7 Willeston Street. Ph:473-4500</p> <p>Review at Wools of NZ for all groups to which spouses are invited.</p> <p>Course dinner at Sharella Motor Inn</p>

NZQA

Ken Douglas
Trevor
Pete Harris
Ang. Foulkes, Sec.
Strategic
Office Oper. Admin

Friday 1 December	0630-0800	Group B visits Mr Trevor Henry, Manager News and Current Affairs, NZ Public Radio, Bowen Street to see Morning Report being put to air.
	0900-1015	The Current Political Climate and the Rural Sector, Colin James, Journalist (at the Sharella)
	1015-1045	Morning tea
	1045-1145	"Leadership Issues in Rural New Zealand", John Pryde, Founding Director of the Kellogg Rural Leadership Programme.
	1145-1200	Wind up and farewells, Dr Alastair McArthur and Colleen Mills.

Note: Rob Davison, Director, NZ Meat and Wool Board's Economic Service has agreed to step-into-the-breach if someone lets us down (phone 472-2178) 10 Brandon Street.

Send alternative pricing
PC etc +
Loan, hire, etc to
Kellogg people.

3pm. Manners St. op Television Hse Bldg. Greenish / Willis St.

PQSF
50 economical -
20 environmental -
30 social -

Decision Mkg on.
Bias Bigotry = Gut feel.

Monticello Analysis - Mark Sharpe - Dohme

Public Good Science fund
Simon Upton. MP.

Telecom

VIDEOCONFERENCING

A

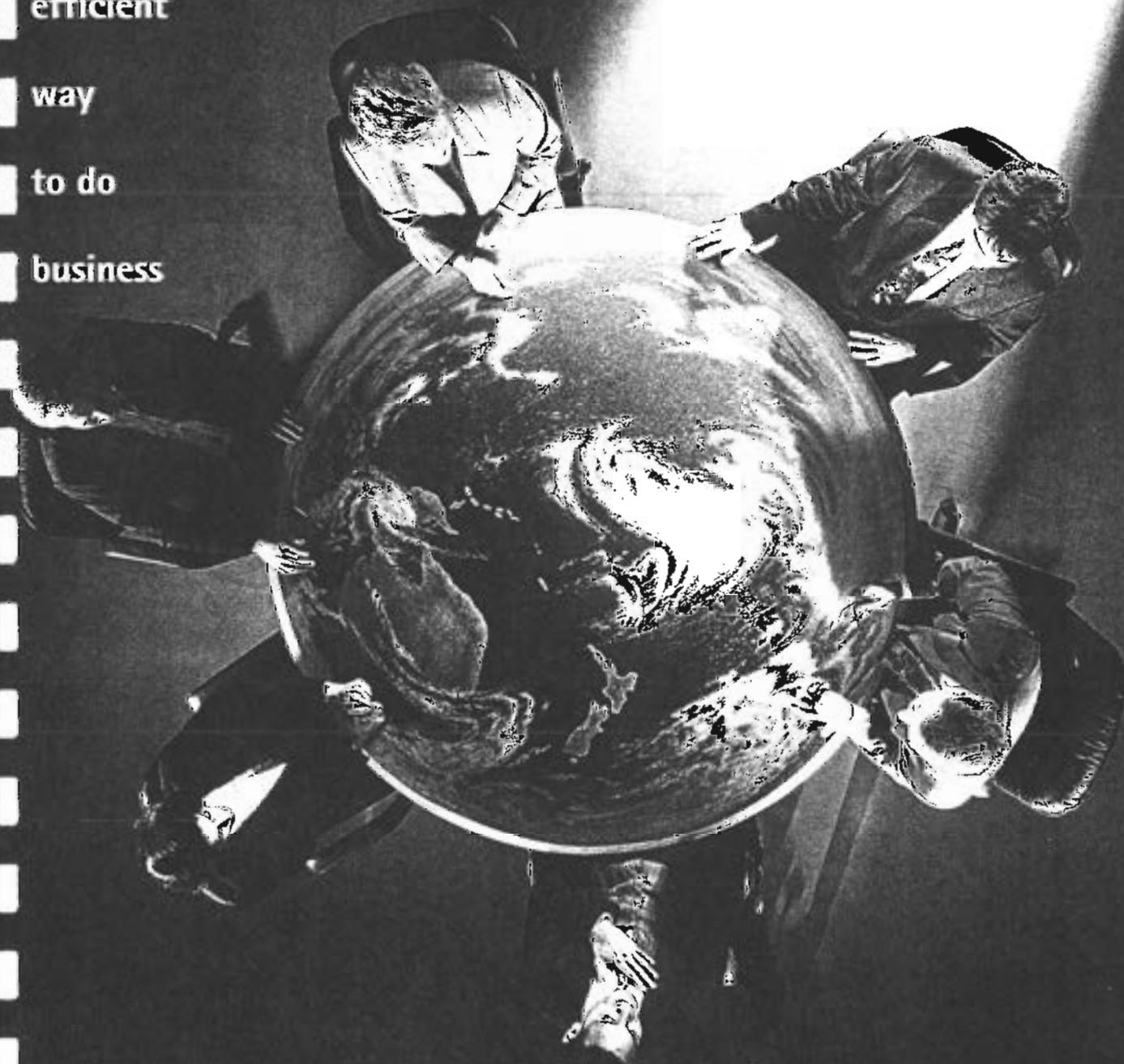
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efficient

way

to do

business

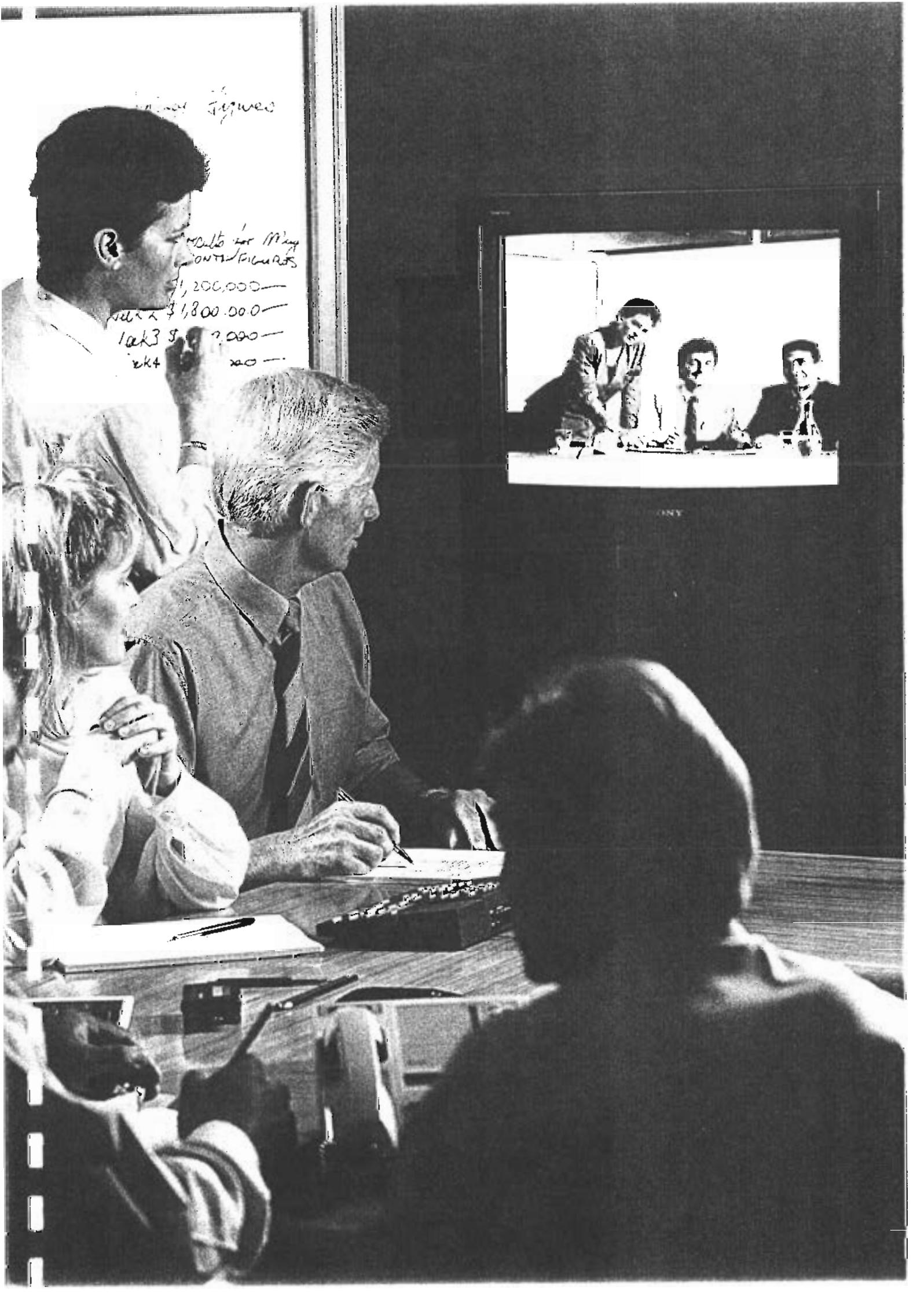


Video Conferencing

Final figures

Results for May
MONTHLY FIGURES

\$1,200,000—
\$1,800,000—
1003 \$ 7,000—
1004 200—



Telecom Video Conferencing

- UNLIMITED USES

BUSINESS MEETINGS, CONFERENCES OR EDUCATIONAL FORUMS. FACE TO FACE NEGOTIATIONS OR FAMILY "GET TOGETHERS". IN FACT YOU CAN USE TELECOM VIDEOCONFERENCING FOR ALMOST ANY KIND OF MEETING.

COMPANY MEETINGS

Many companies including Telecom regularly use Video Conferencing for business meetings.

OVERSEAS GUEST SPEAKERS

Many conference organisers are taking advantage of Telecom Video Conferencing to arrange for overseas speakers to give the keynote address or for entertainers to give a highlight presentation.

Increasingly, large hotels are offering Video Conferencing facilities.

INTERVIEWS

Video Conferencing can be used to good effect for staff recruitment, journalist's interviews, and panel question/answer sessions.

AUCTIONS

Video Conferencing is a practical new way to run an auction. Buyers, national or international, can have a first-hand look at goods on offer. Videotapes of products can be incorporated into the auction, e.g. livestock.

DISTANCE LEARNING

Inter-University lectures and extension teaching of all kinds are an invaluable and relatively cost-effective way of providing educational opportunities to wider audiences.

TELECOM
VIDEOCONFERENCING
A MORE EFFICIENT
WAY TO DO
BUSINESS



CALL THE TELECOM BOOKING CENTRE

0800 500 707

- EASY TO USE

TELECOM VIDEOCONFERENCING EQUIPMENT IS SOPHISTICATED AND VERY EASY TO USE.

You will be able to see and hear the out of town participants on a large television screen. Simultaneously, a built-in camera will be transmitting your pictures and speech back to them. If you want to see yourselves as well, you can do so in a small window in one corner of the TV screen.

The camera can be made to zoom, pan and tilt to include the speaker, the entire group, a whiteboard exercise or any relevant object or person.

A separate camera enables you to include shots of papers, graphs and overheads during the meeting.

Each Telecom VideoConference Bureau has facilities for recording your meeting on video tape.

VIDEOCONFERENCING

THERE ARE MANY REASONS TO USE TELECOM VIDEOCONFERENCING

- COMPANY MEETINGS
- REGIONAL STAFF MEETINGS
- TRAINING
- OVERSEAS SPEAKERS
- NZ & OVERSEAS RECRUITMENT INTERVIEWS
- PRODUCT LAUNCHES AND SALES RALLIES
- ADDRESSES BY MANAGEMENT
- PRESS CONFERENCES & JOURNALIST INTERVIEWS
- AUCTIONS
- DISTANCE LEARNING
- MEETING CLIENTS & CUSTOMERS
- FINANCIAL REPORTING
- MARRIAGES & FAMILY CELEBRATIONS

CALL FREE ON:

0800 500 707

**ARRANGE YOUR
TELECOM
VIDEOCONFERENCE
NOW!**

Telecom Video Conferencing

A more efficient way to do business

Telecom Video Conferencing is a more efficient way to meet, to talk and to do business. Business colleagues in many different parts of New Zealand, or in many different countries of the world can now enjoy face to face meetings without having to travel.

Video Conferencing will save not only time and money but will also give you quick and easy access to people when you need them.

Regular use of Video Conferencing could be one of your most important and productive business decisions.



MORE PRODUCTIVE USE OF TIME

Out of town meetings are time consuming. An average out of town business trip can take up to four potentially productive hours out of the day. International business trips take even longer, with the added disadvantages of jet lag and unexpected delays.

A VIDEOCONFERENCE TAKES ONLY AS LONG AS THE MEETING ITSELF.

DRAMATICALLY REDUCED TRAVEL COSTS

Consider the cost of one person travelling to Auckland for a meeting. There is an Auckland/Wellington return airfare and accommodation, as well as the wage cost of unproductive travelling time. A one hour Telecom Video Conference is likely to cost less than the airfare alone. If more than one person needs to travel, the savings are even more significant.

A VIDEOCONFERENCE TO AN OVERSEAS DESTINATION MEANS EVEN GREATER SAVINGS.

ENHANCED COMMUNICATION AND TEAMWORK

Video Conferencing makes it easier to bring people together. Meetings can be arranged at short notice. Regional staff and field sales representatives can all be included in Video Conferences without fuss and at minimal cost.

Video Conferencing provides opportunities to include people who would otherwise be unavailable. For instance, it's easy to have a leading international business figure address your meeting. An hour spent at their local Video Conferencing Bureau is likely to be much easier to arrange than a trip to New Zealand and a lot less expensive.

Regular meetings face to face help colleagues get to know one another and to work more effectively together.

TELECOM HAS VIDEO CONFERENCING SERVICES TO MEET MOST BUSINESS NEEDS: BUREAUS IN MAIN CENTRES IN NEW ZEALAND, INTERNATIONAL BOOKING SERVICE, EQUIPMENT TO HIRE FOR SPECIAL EVENTS AS WELL AS EQUIPMENT FOR PURCHASE. FREE DEMONSTRATIONS ARE ALSO AVAILABLE.

FOR MORE INFORMATION,

CALL YOUR TELECOM ACCOUNT MANAGER OR CALL FREE ON

MULTIPOINT VIDEOCONFERENCING

International

- International callers to the MultiPoint bridge will be charged a port hire fee.
- International callers also incur a network usage charge, which will appear on their normal telephone bill.
- MultiPoint Bridge port hire is charged for the first 30 minutes and thereafter per 15 minutes or part thereof.

First 30 minutes	Per 15 minutes
\$53.44	\$26.72

How to book

Call the Telecom Booking Centre free on 0800 500 707, and they will send you a form to complete and fax back. The Telecom Booking Centre is open from 8.00am to 5.00pm, Monday to Friday. The Booking Centre will also arrange overseas bookings if required. Call 0800 500 707 for more information.



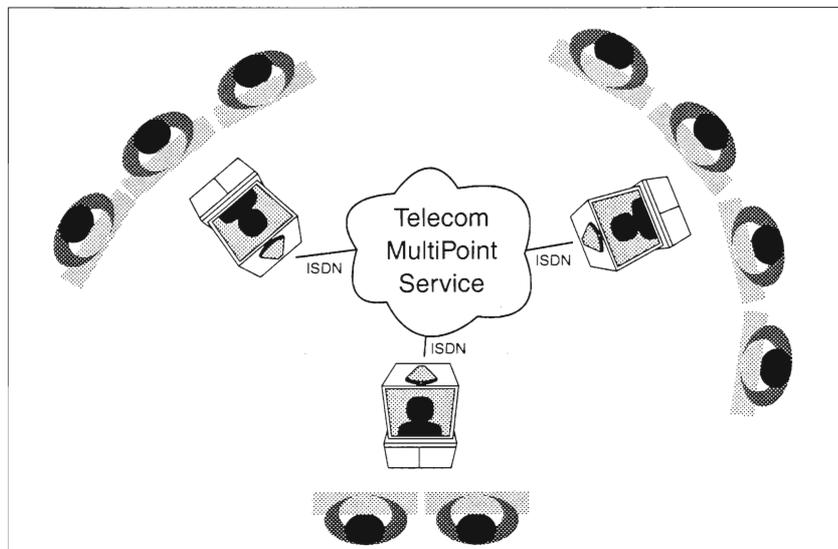
TELECOM
BUREAUS IN
MOST MAIN
CENTRES



MULTIPOINT VIDEOCONFERENCING

MultiPoint Video Conferencing allows three or more sites to participate in a Video Conference at once. Each site dials into the Video Conference using the number supplied by the Telecom Booking Centre. The site that is talking is the image seen by the other participants. The site talking will have the image of the previous site on their screen.

The Telecom MultiPoint Bridge is international standards compatible (CCITT H.320).



Prices (including GST) Effective 18 April 1995

National

- MultiPoint Bridge port hire for New Zealand callers includes network, ISDN and usage.
- MultiPoint Bridge port hire is charged for the first 30 minutes and thereafter per 15 minutes or part thereof.
- Telecom Public Bureaus operate at 128kbps.

Data Rate	First 30 minutes	Per 15 minutes
128kbps	\$84.38	\$42.19
256kbps	\$122.85	\$61.43
384kbps	\$161.44	\$80.72



LINKS TO
MANY SITES



VIDEOCONFERENCE BUREAUS

Telecom Bureau VideoConferencing is a simple, convenient and cost-effective way to get your people "around the table". Telecom has established VideoConference Bureaus in most main centres. Some bureaus are located at Telecom sites, whilst others are provided by outside parties. All sites are easy to find and are located close to parking facilities. Each conference bureau is decorated in an executive style and comfortably seats up to six people. Some bureaus can accommodate more people; special arrangements can be made by request. Catering is also available at all bureaus, and should be requested at the time of booking.

Arranging a Telecom VideoConference is simplicity itself.

To organise your next out of town business meeting just call Telecom's VideoConferencing booking centre on 0800 500 707. You may leave a message anytime, but the centre is staffed between 8am and 5pm Monday to Friday excluding public holidays.

The Centre will co-ordinate venue arrangements for each end of your call whether it be national or international.

Booking

Normally two working days notice is required to book national VideoConferences and five working days for international VideoConferences. However, Telecom will always try to meet your needs in the event of an urgent or unexpected requirement.

Bureaus are normally open from 8am to 5pm, but special arrangements can be made for after hours VideoConferences.

If the meeting looks like continuing beyond the time booked, we will endeavour to arrange an extension of your booking.

Equipment

Each bureau contains sophisticated but easy to use VideoConferencing equipment. Assistance is always available from our trained hosts.

The VideoConferencing equipment consists of a large television screen, loudspeakers and built-in camera. A separate document camera lets you show a wide range of documents, including overhead transparencies during the conference. Other equipment such as a fax and telephone are also available.

Each Telecom VideoConference bureau has facilities for recording your meeting on VHS video tape, should this be required.

Please refer to the relevant brochure insert for pricing information.

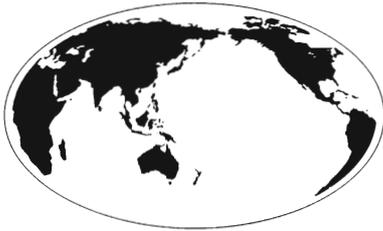


**TELECOM
BUREAUS IN
MOST MAIN
CENTRES**



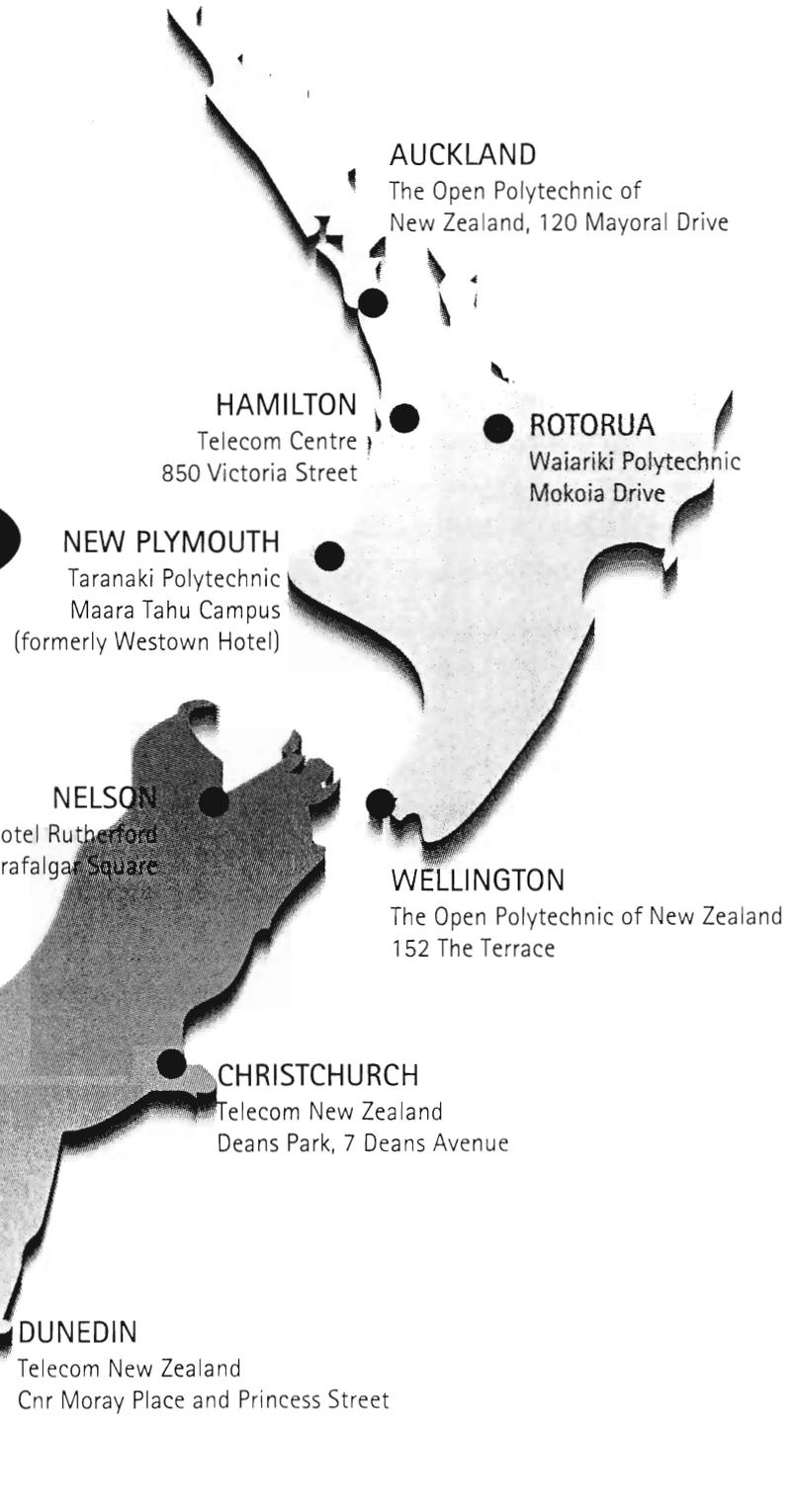
TELECOM VIDEOCONFERENCING BUREAU NETWORK

International Conferencing



TELECOM
VIDEOCONFERENCING
SERVICE BOOKING
CENTRE

0800 500 707



ISDN

Telecom VideoConferencing uses ISDN

Integrated Service Digital Network

Telecom's Integrated Services Digital Network (ISDN) is an exciting new technology which allows you to have a Dial Up VideoConference throughout New Zealand and to many parts of the world.

Why Telecom ISDN?

Telecom's ISDN offers:

- Switched Digital Connections
You can connect to any other ISDN user by simply dialling a number in the same way you would dial up a telephone number.
- n times 64Kbits/sec per B channel
- Digital Capacity on Demand which gives it definite advantages over other data communication networks.

Telecom's VideoConferencing

A single ISDN Basic Rate Access connection provides VideoConferencing at 128Kbits/sec. This transmission rate provides a more than adequate picture quality for normal business meetings. The digital compression of the video signal does mean, however, that some very fast movements and fine detail may be lost at 128Kbits/sec.

The use of multiple ISDN connections allows VideoConferencing at higher transmission rates, such as 384 Kbits/sec, which gives improved picture quality more suitable for fast movements.

In this case specialised terminal equipment must be purchased in addition to the VideoConferencing equipment at each end.

International Standards

Internationally accepted standards for VideoConferencing (CCITT H.320 Series) ensures compatibility between all new products. New products currently being developed include video phones and computer based desktop VideoConferencing units.

If you would like more detailed information on ISDN, please ring 126 or speak to your Telecom Account Manager.



TELECOM
VIDEOCONFERENCING
USES ISDN



EVENT VIDEOCONFERENCING

For a one-off meeting or event Telecom can supply a VideoConferencing unit. For instance, you may have a guest speaker attend your conference or be launching a new product to your dealers.

Telecom will:

- advise you of the equipment you will require,
- set up and test the equipment for you,
- provide a consultant who will remain on site to ensure all goes smoothly.

In some cases Telecom may work with another firm to supply all that is required.

COST

The cost will vary according to the situation. Typical prices for an office to office conference in NZ will be around \$2,000. An international conference is likely to cost around \$5,000. (Prices include GST.)

BOOKING

You will need to contact Telecom at least five weeks before the event to discuss options. (However, Telecom will make every attempt to organise events more quickly if necessary.)

If you would like to book the VideoConferencing unit for an event:

1. Please call free on 0800 500 707 and give details to the booking co-ordinator who will arrange for a consultant to either speak to you immediately or ring you back within 24 hours.
2. After reviewing the details, the consultant will determine if the event is technically possible, confirm that the equipment is available and will give you an estimate of cost. Please allow five working days.
3. Then, if you decide to go ahead, the consultant will make the arrangements. A confirmation form will be faxed to you for your signature. Bookings are complete once this is returned to Telecom.

Please allow one week for the above information to be gathered and the necessary bookings made. We recommend that firm VideoConferencing bookings are made at least four weeks before the event is to take place.

Please call free on 0800 500 707 for a free quote or for more information.



**FOR AN EVENT
RENT TELECOM
VIDEOCONFERENCING**



Having a VideoConferencing unit in your building:

- is more convenient,
- encourages your people to VideoConference thus cutting your travel costs,
- gives you the security of having meetings in your own building, and
- provides opportunity to generate revenue from your investment.

Telecom Offers:

Total solution:

Telecom Account Managers will work with approved suppliers of VideoConferencing equipment to provide the solution that best suits your needs.

Booking Centre:

Telecom's VideoConferencing Booking Centre can put you in touch with people through our own Bureaus around New Zealand and overseas Bureaus. Having your own equipment will enhance your everyday communication within your organisation. You can use our booking centre to VideoConference with customers, consultants, suppliers and agents, throughout New Zealand and the world.

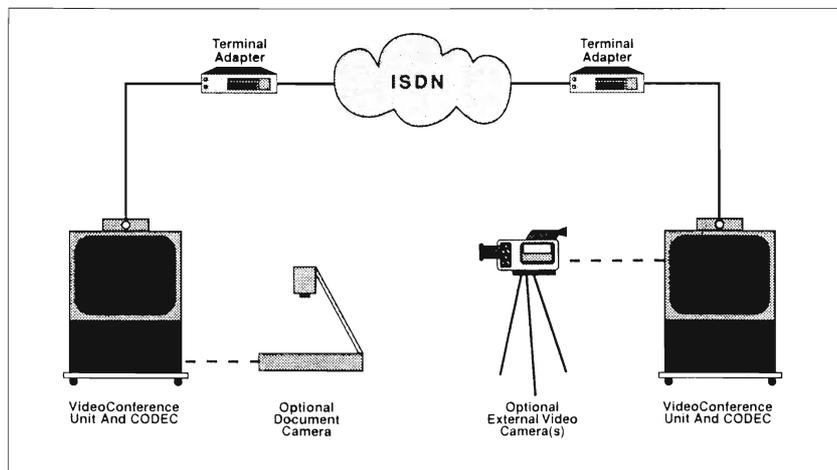
Directory:

If you wish to make your own VideoConferencing room available to others, Telecom can provide a booking service for your site.

Prices

Prices will depend on the sort of equipment you choose. You will be spending between \$50,000 to \$150,000 (including GST). Other optional extras such as a document camera and external video cameras are also available.

Application Diagram



FOR MORE INFORMATION

Contact your Telecom Account Manager or Call free on 0800 500 707.



HAVE YOUR OWN
IN HOUSE
VIDEOCONFERENCE
EQUIPMENT



ROOM HIRE

- Room hire is charged for the first hour and thereafter per quarter hour or part thereof.
- For conferences after hours an additional charge is made.
- Booking a room for an International VideoConference incurs an International Booking Fee.
- Bureaus operate Videoconferencing at 128kbps.

Room Hire Standard Hours (Monday to Friday 8am to 5pm)	Price
First Hour	\$270.00
Each additional quarter hour (or part thereof)	\$67.50
Additional Charges After Hours (After 5pm and before 8am)	Price
Minimum charge for conferences commencing outside standard hours	\$112.50
Each quarter hour (or part thereof) outside standard hours	\$28.13
International Booking Fee	Price on application

CALL PRICES (128kbps)

National Calls: (2-way)

Are double the price of a national call between the two bureaus.

Telecom VideoConferencing Bureaus are located in:

Auckland Rotorua Wellington Christchurch Dunedin
Hamilton New Plymouth Nelson Queenstown Invercargill

MultiPoint Calls (three or more sites)

Effective 18 April 1995

- MultiPoint Bridge port hire for New Zealand callers includes network, ISDN and usage.
- MultiPoint Bridge port hire is charged for the first 30 minutes and thereafter per 15 minutes or part thereof.

30 Minutes	15 Minutes
\$84.38	\$42.19

International Calls - Outgoing:

Australia	\$6.08 per minute
United States	\$8.10 per minute
United Kingdom	\$8.10 per minute
Singapore	\$10.13 per minute
Hong Kong	\$10.13 per minute
Japan	\$10.13 per minute
Canada	\$10.13 per minute
Spain	\$10.13 per minute
Belgium	\$10.13 per minute
France	\$10.13 per minute
Germany	\$10.13 per minute
Sweden	\$10.13 per minute
Norway	\$10.13 per minute
Switzerland	\$10.13 per minute
Netherlands	\$10.13 per minute
Other Countries	Price and availability subject to confirmation



**FREE QUOTES
AVAILABLE**



International Calls – Incoming:

Charged at the international rate as set by the originating country.

MultiPoint Calls

- International callers to the bridge incur a port hire charge plus usage rates as above.
- MultiPoint Bridge port hire is charged for the first 30 minutes and thereafter per 15 minutes or part thereof.

30 Minutes	15 Minutes
\$53.44	\$26.72

SPECIAL CHARGES

Cancellation Fees

- No charge for 48 hours or more notice
- A charge of 50% of the room hire charge for the booked time when notice is less than 48 hours but more than 24 hours
- A charge of 100% of the room hire charge for the booked time for less than 24 hours notice
- Cancellation fee applies to room bookings only, not after hours charges

If you would like a free quote for a VideoConference from a Telecom Bureau please call free on 0800 500 707, or fax us on 0800 500 794.

To contact us from overseas:

Phone: +64-4-472 4170

Facsimile: +64-4-471 1303



TELECOM
BUREAUS IN
MOST MAIN
CENTRES



VIDEOCONFERENCE BOOKING FORM

Office Use

Ref. No: _____

Acct Rep: _____

Appt No: _____

To book Telecom bureaus or the MultiPoint bridge please complete the details below and fax to the Telecom Service Booking Centre free on 0800 500 794.

Organisation: _____ Contact Name: _____

Postal Address: _____ Fax Number: _____

Telephone Number: _____

Date of Service: _____ Start Time: _____ am/pm Finish Time: _____ am/pm
(NZ Time) (NZ Time)

Total number of sites on VideoConference: _____

Below are the details we require for each site. If more than two sites are involved, a MultiPoint conference is required. Telecom will automatically book the necessary bridge ports. If the total number of sites exceeds eight please contact the Telecom Service Booking Centre on 0800 500 707. If conferencing to or from private VideoConferencing facilities (i.e. where participants have their own equipment), please also complete Section 2.

1: Telecom Bureaus

Please list city/country in which bureaus are required. Please note each venue is suitable for 6-8 people. If other arrangements are required please call the Booking Centre on 0800 500 707. The address of each bureau site will be provided upon confirmation of your booking.

Site	City/Country	Number of Participants	Contact name/Organisation
1			
2			
3			
4			
5			
6			
7			
8			

Do you require videotaping? Yes/No

Videotaping will be done from the first site listed above unless otherwise stated. _____

Other requirements (eg catering): _____

2: If private VideoConferencing facilities are included on the conference please provide contact details for each site.

Site	Contact Name	Phone Number	Fax Number
1			
2			
3			
4			
5			
6			
7			
8			

Multipoint ports will be booked at 128Kbps unless otherwise stated. _____

3: If you wish to use a MultiPoint bridge overseas please complete this section.

City/Country: _____ Number of Ports: _____

Signed: _____ Date: _____

Note: Confirmation will be sent by facsimile to the Requestee. Billing of this booking will be sent to the Requestee. For special billing arrangements please contact us on 0800 500 707

**FREE QUOTES
AVAILABLE**

