

Group2SampleGrid-FINAL

by Carolyn Cuff

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Kamilah Avant
 Carolyn Cuff
 Yvonne Hanniford
 Sherrill Lilly
 Heather Michel
 David Timms
 Flora Stone

DISTANCE EDUCATION WAVE GRID - Group #2

Wave 1:

Correspondence and Independent Study (primary influence from 1880's to 1930's)

Correspondence Study were courses that were delivered by mail; universities sometimes called these independent study; teacher/text-based learning

Key Authors	Predominant Technologies	Prevailing Teaching & Learning Technologies; Methodologies; Role of Teacher and Learner	Institutional & Organizational Development	Theories; Ways of Understanding DE	Dominant Forces Driving DE
<p>Thinkers who created a new understanding of DE:</p> <p>O. Peters: Helped to create a new understanding of distance education practices, address workforce and human development. Known for theory that DE is the most industrialized type of education and wrote: <i>Distance education in transition: New trends and challenges</i> (2004)</p> <p>B. Holmberg: Developed theory of "didactic conservatism or empathy" and wrote: <i>The evolution, principles, and practice of distance education</i> (2005)</p>	<p>Predominant technologies that were used for correspondence and independent study:</p> <p>Teaching machines- Invented in 1924 by Sydney L. Pressey, used for rudimentary drill and practice (Reisman, 2006)</p> <p>Shipping and navigation- delivered the learning materials (Peters, 2004)</p> <p>Printing presses- used for creating mass production of instructional materials (Peters, 2004)</p> <p>Correspondence and Independent study utilized</p>	<p>Teaching and learning technologies included printed material and teaching machines (Bates, 2011).</p> <p>There are two types of distance education methodologies.</p> <p>1) instructors helping students read complicated course literature 2) instructors with empathy in helping students reach a point to help themselves.</p> <p>Instructors should not consider themselves superior because they have learned a particular subject matter, but should have empathy.</p>	<p>Institutional development:</p> <p>a) Dual-mode institution: DE is added to traditional programs on campus (Moore & Kearsley, 2012).</p> <p>b) Single-mode institution: DE "is the sole activity" (Moore & Kearsley, 2012, p 4). Colleges and proprietary vocational schools were set up and authorized to award degrees by correspondence (Bittner & Mallory, 1933).</p> <p>c) Consortium: where several universities come together, often involving land trusts, (Moore & Kearsley, 2012).</p>	<p>Various theories that pertain to DE have evolved over time and represent DE as 'sui generis' with a focus on a variety of topics.</p> <p>-Guided didactic conversation -conversation guided by educator</p> <p>-Industrialization Theory Peters (1988) -learning compared to industrial production</p> <p>-Theory of independence and autonomy -learners acted independently -utilizing technology</p>	<p>Industrialization – The industrial revolution necessitated work and study to be completed differently. An increased interest in education in search of a better way of life (Cleveland-Innes & Garrison, 2010).</p> <ul style="list-style-type: none"> Public colleges & universities Correspondence courses <p>Educators – teachers began to show an interest in DE.</p> <ul style="list-style-type: none"> Caleb Phillips - mailed his lessons on shorthand to students. (Holmberg, 2005.)

<p>M. Moore: Developed theory of <i>European Theory of Independent Study</i>. He believe there is a need to define DE, look at the different components, classify the critical elements and various forms of learning programs (Moore, 1972)</p> <p>T.J. Forster: opened his own school and taught vocational subjects by mail. Founder of Scranton Pennsylvania's International Correspondence School (Holmberg, 2005)</p> <p>W. R. Harper: early pioneer of U.S. distance education. Known for establishing the 1st college-level correspondence courses (Simonson, 2000)</p> <p>Sir Issac Pittman: In the mid-1840s founded Isaac Pitman's Correspondence Colleges in England and taught shorthand on postcards by mail (Holmberg, 2005)</p> <p>H.S. Hermod: Wrote periodical <i>Korrespondens</i> (1901) and <i>The Hermods Prospectus of 1908</i>. He taught early mail correspondence courses in Sweden (Holmberg,</p>	<p>radio and television for learning at a distance. Universities developed high quality teaching materials by mass production (Peters, 2004)</p>	<p>Instructors should be involved in making it possible for all individuals to obtain an education rather than only the rich.</p> <p>The learner should take the role of the student who wants to learn all that the expert (author of text) has to give.</p>	<p>d) The United States Armed Forces Institute: offers correspondence education to the military personnel in "elementary, high school, college, technical, and vocational subjects" (Brothers, 1971).</p> <p>The initial DE organization included course development support for faculty (editors, graphic artists), instructional designers, a publishing and distribution system, distance registration, distance advising, distance support services, proctored exams, marketing strategy, tuition payment, and a budget that would recover costs of this new organization (Miller, 2010).</p>	<p>-Constructivism -learning is based on experience</p> <p>-Behaviorism -external factors shape learning</p> <p>-Cognitivism -encourages learner to utilize learning strategies</p>	<ul style="list-style-type: none"> ● Foreign language instructions mailed out. <p>The Community – opportunity for individuals living in rural areas that could not travel to traditional schools. DE helped them move off the farms to advance socially (Cleveland-Innes & Garrison, 2010; Peters, 2004).</p> <ul style="list-style-type: none"> ● Rural Free Delivery ● Correspondence programs in universities <p>Technology – The Development of new of communication technology helped to advance DE, e.g. correspondence courses (Cleveland-Innes & Garrison, 2010; Peters, 2004).</p> <ul style="list-style-type: none"> ● Invention of the radio ● New mail delivery method ● Invention of cassette ● tapes ● Television broadcasting <p>Entrepreneurs – Business men saw that they could make money on DE and started to capitalize on the new technology (Peters, 2004).</p>
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2005)					<ul style="list-style-type: none"> ● Mass produced teaching ● materials used in DE ● (2004) <p>Government – Government noticed the increased popularity of DE (Peters, 2004).</p> <ul style="list-style-type: none"> ● Supported learning institutions financially <p>Supported citizens living remotely.</p>
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Wave 2:

Broadcasting and Systems Approach (primary influence from 1930's to 1970's)

Radio and television broadcasting of courses as well as the invention of the systems approach with AIM and open universities, student-centered learning

Key Authors	Predominant Technologies	Prevailing Teaching & Learning Technologies; Methodologies; Role of Teacher and Learner	Institutional & Organizational Development	Theories; Ways of Understanding DE	Dominant Forces Driving DE
<p>2</p> <p>Tony Bates- One of the principal players in the establishment of the Open University United Kingdom, founded in the late 1960's. One of the best known authors of distance education today.</p> <p>Dr. Doug Shale- 11ed as Director of the Office of Institutional Analysis at the University of 1lgary. His interest are in the pedagogy of distance education; organizational and administration of higher education (distance). Borje' Holmberg-a Swedish scholar, was one of the first to recognize that correspondence materials lacked personal relationships with students (Miller, 2010).</p> <p>1</p> <p>Otto Peters- Extends his analysis and discussion of the pedagogy inherent in distance education and virtual learning environments (Peters, 2010).</p>	<p>New technologies contributing to movement from traditional learning methods and focus on other ways to deliver knowledge:</p> <p>Use of the telephone to tutor and deliver content</p> <p>Use of television to tutor and deliver content in live scripted broadcasting (Peters, 2010)</p> <p>Use of television, audio and video recordings to tutor and deliver content by means of video conferencing (Peters, 2010)</p> <p>Use of computer for tutoring, content delivery and lecture (Jonassen et al, 1995)</p> <p>Use of computer for presentation, storage, communication, browsing and collaboration (Peters, 2010)</p> <p>Teaching machines and methodologies originated by B.F. Skinner and Norman Crowder. These instructional & learning practices would later result</p>	<p>According to Bates (2011), the period included a trend in teaching and learning technologies towards open educational resources such as:</p> <ul style="list-style-type: none"> • Textbooks • Video recordings, • MITs Open Courses • Open learning materials <p>Learning Technologies included:</p> <ul style="list-style-type: none"> • Video • Radio • Television <p>Prevailing Teaching methods excluded:</p> <ul style="list-style-type: none"> • The low income • Specific occupations • Certain social and minority groups <p>Methodologies according to Bates (2010) included:</p> <ul style="list-style-type: none"> • Ethics and responsibility • Teamwork 	<p>The institutional development focuses on open universities. There was also a new organizational approach in this wave that brought in designers and technologists to create courses.</p> <p>Open Universities: Early adopters</p> <ul style="list-style-type: none"> • 1 University of London • University of South Africa • All-Union Correspondence Universities of Applied Sciences in the Soviet Union (Peters, 2010). <p>Open University in United Kingdom (OU UK) founded in 1969. Based on new ideas and teaching methods (Peters, 2010). Paved the way for creation and development of many new open universities.</p> <p>Key components of Open Universities:</p> <ul style="list-style-type: none"> • Education available to masses instead of just the elite • Universities have large number of enrollees • Contain formal and 	<p>Peters' Theory considers DE as an industrial process that is self-directed and is individualized. He also considers DE students to be independent. (Peters, 2001).</p> <ul style="list-style-type: none"> • Division of labor • Specialists in subject matter • Macro-pedagogical <p>Garrison's The 13 is that there should be two-way communication between student and teacher (Garrison, 2010).</p> <ul style="list-style-type: none"> • Interactions between groups • Synchronous and asynchronous group communication • Audio Conferencing • Immediate interaction between teacher/ student • Collaborative learning <p>Moore's Theory of DE involves mental and psychological distance and dialogue between teacher/</p>	<p>Flexible access: students could be anywhere there was a television or radio to access their courses.</p> <p>Quality learning experiences: requiring close relationships between student and teacher, other students, content, and institution. The focus shifts to the individual as a consumer of learning rather than on the knowledge to be gained (Kanuka & Brooks, 2010).</p> <p>Cost-effectiveness: economies of scale (including predatory admissions and division of instructor labor) are necessary to compete with traditional education.</p> <p>New communication technology: radio and TV gave little student-teacher interaction but added the audio and visual dimensions to the lesson.</p> <p>Pedagogical innovation: "Pedagogy of course does not exist in a world</p>

<p>Michael Moore-His theory of transactional distance suggested shifting relationships throughout the courses structure and a more conversational tone used for interaction in the course. (Miller, 2010).</p>	<p>in computer-assisted instruction (CAI) (Reisman, 2006)</p> <p>Late 1950s, CAI was used as a method of delivering course instruction by computer. New research using CAI led to IBM developing the first digital computer, mass produced and used by universities (Reisman, 2006)</p>	<ul style="list-style-type: none"> Thinking skills and IT skills. <p>Known as the "father of Andragogy," Knowles thought Andragogy and Pedagogy to be opposite. He thought that Andragogy catered to education of adults and Pedagogy catered to the education of children.</p> <p>Knowles Theory: Andragogy on 6 principles of adult learners: 6</p> <ul style="list-style-type: none"> motivated, self-directed bring life experiences, knowledge to learning experiences goal oriented relevancy oriented practical respected <p>Andragogical approach 2</p> <ul style="list-style-type: none"> Establish relaxed, collaborative informal climate of learning Mutual planning Diagnosis of needs Setting of 	<p>informal education components</p> <ul style="list-style-type: none"> Education available for students who were normally excluded from university education Crosses many geographical boundaries and encourages globalization of education Cost effective (Peters, 2010) <p>Organizational Development: Systems Approach developed 2</p> <ul style="list-style-type: none"> allowed for coordination and quality assurance of course design and development created registration and support created for students <p>-3 major components of course design</p> <ul style="list-style-type: none"> Rich course information Individualized instruction learner support (Haughey, 2010) 	<p>student, depending on culture (Moore, 2006).</p> <ul style="list-style-type: none"> Transactional distance Autonomy Structure Dialogue 	<p>of its own, but often reflects broader social currents, so the move to constructivism reflects broader value changes that see individuals as creators not just consumers of knowledge." (Alan Tait, 2014)</p> <p>Government pressure: need for more citizens to have higher ed, both for social justice and to "build modern economies." (Alan Tait, 2014)</p> <p>"Open and constructivist distance education can achieve any two of the following: flexible access, a quality learning experience and cost effectiveness -- but not all three at once." (Kanuka & Brooks, 2010)</p>
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Wave 3:

Internet/ Web-based Communication (primary influence from 1970's to 2010's)

Learning management systems, extremely flexible synchronous and asynchronous communication, collaborative learning

Key Authors	Predominant Technologies	Prevailing Teaching & Learning Technologies; Methodologies; Role of Teacher and Learner	Institutional & Organizational Development	Theories; Ways of Understanding DE	Dominant Forces Driving DE
Terry Anderson- Learning is supported as	Predominant technology tools provide online	Teaching and learning theory/methodologies:	Wave 3 saw a major shift in learning institutions that	Models carried out by Bååth:	Technological advances with large impact on DE

<p>10 long as interaction is at a high level (Anderson, 2003). Described 3 types of interaction.</p> <ul style="list-style-type: none"> • Student/Student • Student/Content • Student Teacher <p>9 Randy Garrison- There is a need to address issues of collaboration and community (Garrison, 2009).</p> <p>Otto Peters- Recognized the opportunities that a digitized learning environment allowed</p> <p>Walter Archer- Worked with Garrison and Anderson on computer conferencing and computer mediated communication</p> <p>George Siemens- Developed Theory of Connectivism</p> <p>Norman Vaughan - Developer of blended learning</p> <p>Karen Swan - recognized need for social presence to satisfy learners</p>	<p>connectivity (Veletsianos & Miller, 2008) to</p> <p>Social networking sites that support networks of people such as MySpace, Facebook, and Ning</p> <p>Collaborative technologies - Data sharing with Social bookmarking tools:</p> <ul style="list-style-type: none"> • Delicious • Furl, • Digg <p>Content creation technologies Web 2.0 allow learners to</p> <ul style="list-style-type: none"> • Create • Assemble • Organize, and • Share content <p>and meet their own needs and those of others.</p> <p>Knowledge integration technologies are</p> <ul style="list-style-type: none"> • RSS, • Podcasting • Video broadcast <p>Other supplemental tools includes:</p> <ul style="list-style-type: none"> • Web Tools • Netmeeting • Moodle 	<p>The development of online courses and learning resources are very important.</p> <p>Weiyuan (2013), found five development categories:</p> <ul style="list-style-type: none"> • Course content • Communication and Collaboration • Learning Functions • Course Management • Administration and Evaluation <p>Roles of teacher & learner:</p> <p>Student-centered learning</p> <ul style="list-style-type: none"> • Peer driven interaction for collaborative peer learning <ul style="list-style-type: none"> • Growth of WWW caused instructors to change teaching from instructor-led to student-led, allowing students to take control of their own learning (2010). <p>Learner-centered teaching</p> <ul style="list-style-type: none"> • Concerned with 	<p>resulted from technological innovation, this affected online pedagogies and caused organizations to make changes in their DE programs.</p> <ul style="list-style-type: none"> • Transformation in DE institutions due to innovation. • Institutions began to experiment with online learning, leading to infrastructure changes. • Institutions now offering blended approach to DE - combination of online and face-to-face. (Cleveland-Innes & Garrison, 2010) • Impact of web-based technology leads to three organizational models: <ul style="list-style-type: none"> - Centralized Delivery - Decentralized Delivery - Coordinated (2010) • Institutions geared toward corporate classrooms - 	<p>1</p> <ol style="list-style-type: none"> 1. Skinner's behaviour-control model 2. Rothkopf's model for written instruction 3. Ausubel's organiser model 4. The model of Structural Communication 5. Bruner's discovery-learning model 6. Rogers' model for facilitation of learning 7. Gagné's general teaching model 8. Andragogy 9. Internet-Web (Holmberg, 2005) <p>Communities of Inquiry</p> <ul style="list-style-type: none"> • Social Organization; Groups of Friends, Community, Formal Group • Pragmatism philosophy <p>Equivalency Theorem 4 - Interaction-based Model: helps instantiate the interaction theory by showing a sample of particular technologies and learning activities that a designer or teacher selects when developing an effective course. (Anderson, 2003)</p> <ul style="list-style-type: none"> • student-teacher interaction • student-student interaction • student-content 	<p>resulting in:</p> <ul style="list-style-type: none"> • greater access and use of computer mediated exchanges • digitalized learning environments • the Internet/World Wide Web • Web 2.0 based communications (Swain, 2010) <p>Self-motivated, independent, active learners, as a result of globalization (Peters, 2010)</p> <p>Increase in industrialized society & DE technologies used globally and a more knowledge-based economy (Peters, 2010)</p> <p>Single-mode/open universities adaptation from traditional classroom setting to dual mode institutional format (both in person, face-to-face learning and online learning) (Garrison, 2009)</p> <p>Greater demand for lifelong learning (virtual learning, corporate training)</p> <p>Other educational forms</p>
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		<p>how and what students are learning</p> <ul style="list-style-type: none"> Builds on students conceptual and cultural knowledge <p>Assessment centered learning</p> <ul style="list-style-type: none"> Important feedback for instructor-student interaction 	<p>influenced by knowledge-based companies (2010)</p> <ul style="list-style-type: none"> Traditional learning institutions now seeing increased competition from non-traditional institutions offering online learning via several platforms (2010) Increase in institutions operating locally, nationally and globally due to economies of scale (2010) 	<p>interaction</p> <p>Industrialization Theory:</p> <ul style="list-style-type: none"> focus was on mass production and mass enrollment in distance education. <p>7 Dimensions: historical, anthropological, cultural, sociological, philosophical, pedagogical and economical (Peters,2010)</p>	<p>including K-12 and home schooling</p> <p>Flexible access: creation of course management systems (CMS) that transitioned from uniform to varied. These systems allowed students to vary in their access place and time.</p> <p>Internet communication within CMS re-opened the interaction that had been lost in TV and radio broadcasts.</p>
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Current Trends (primary influence from 2010's to future):

Key Authors	Predominant Technologies	<ul style="list-style-type: none"> Prevailing Teaching & Learning Technologies; Methodologies; Role of teacher and Learner 	Institutional & Organizational Development	Theories; Ways of Understanding DE	Dominant Forces Driving DE
Anderson - A carry-over from earlier waves, he introduces new theories in applying emerging	Current trends in DE as they relate to emerging technologies now allow real-time interaction	<p>Heutagogy: "net-centric" theory (Blaschke, 2012)</p> <p><u>key concepts:</u></p> <ul style="list-style-type: none"> Double-loop 	Organization/company employee training (Siemens, 2004)	<p>Three important DE theories trending now are:</p> <ul style="list-style-type: none"> MOOCs Heutagogy 	Economics: Cost savings in virtual campuses vs. physical ones (Berkeley, n.d)

<p>technology to education and identifies net-centric theories (Anderson, 2010).</p> <p>Hase & Kenyon - Founders of the concept of self-determined learning or heutagogy, knowing how to learn, which is based on humanistic theory (Hase & Kenyon, 2000).</p> <p>Peters - As he did for earlier waves, Peters focuses on self-directed, autonomous learning and emphasizes the need for researchers to focus on the changing theory of education (Peters, 2011).</p> <p>Siemens & Downes - Developed the theory of connectivism; learning is the process of creating connections, increasing network complexity, and knowing where to find information. Siemens is a research fellow at TEKRI (Technology Enhanced Knowledge Research Institute) at Athabasca University (Schwier, 2011).</p>	<p>between instructor-student and student-student.</p> <p>Affordances provided by web-based technologies (Anderson, 2010):</p> <ul style="list-style-type: none"> • Multi-Modal technologies • Multi-User virtual environment • Digitally mediated literacy practices <p>Online instructional resources:</p> <ul style="list-style-type: none"> • Video • Documents • Interactive lessons • Audio conversation • Voice over Internet Protocol <p>Links to online content (Clark, 2011):</p> <ul style="list-style-type: none"> • Google Docs/Google Hangouts • MySpace • YouTube • Wikis • Blogs • Vlogs • Podcasts <p>Social networking sites:</p> <ul style="list-style-type: none"> • Twitter • Facebook • Instagram • Tumblr • Instant messaging 	<p>learning: learners consider the problem, resulting action, and outcome.</p> <ul style="list-style-type: none"> • Self-determined learning: learners acquire both competencies and capabilities development. <p>15 Social media and Web 2.0 complement this approach.</p> <p>5 Applies a holistic approach to developing learner capabilities, with learning as an active and proactive process (Blaschke, 2012).</p> <p>Connectivism: 7 the integration of principles explored by chaos, network and complexity and self-organization theories (Siemens, 2004).</p> <p>Complex Environments focus is on the student's ability to adapt within the learning environment (Anderson, 2010).</p> <p>3 Theories utilized in the creation of instructional environments: (Siemens, 2004)</p> <ul style="list-style-type: none"> • Behaviorism: Behavior that is observable is more 	<p>Explosion of continuing education programs - both F2F and DE formats (Siemens, 2004)</p> <p>Open universities and MOOCs</p> <p>Charter schools</p> <p>Social media, mobile & virtual classrooms (Evans & Pauling, 2010)</p> <p>Use of DE in early and secondary learning such as K-12 programs</p> <p>Homeschooling</p> <p>Mega universities</p> <p>Greater acceptance and use of DE methodologies for brick-and-mortar research universities (Anderson, 2010)</p> <p>1 Worldwide use of the Internet exposing online teaching and learning to new populations. The internet is "a pedagogic engine" and is changing how students learn and reshaping education (Clark, 2011)</p>	<ul style="list-style-type: none"> • Connectivism <p>MOOCs, Massive Open Online Courses, is the concept of thousands of students learning in an open environment. MOOCs are compared to nodes, where one person connects with another when taking online courses. They are the reflection of the move to a digital society (Schwier, 2011)</p> <p>Heutagogy, is presented by (Hase & Kenyon, 2000) where a learner decides his or her journey in the direction of the learning process.</p> <p>Siemens & Downes Connectivism theory advocates sharing rather than hiding knowledge.</p>	<p>Consumers needs</p> <ul style="list-style-type: none"> • Quality • Accountability • Mobility • Access • Competitive tuition • Educational variety <p>Educational accountability</p> <ul style="list-style-type: none"> • Globalization • Universal curricula <p>Learner Demographics</p> <ul style="list-style-type: none"> • Busier lives • Longer workdays • Family responsibilities <p>Lifelong learning and changes in career training</p> <p>Open Learning Initiatives: Online courses that are free and available to anyone through well-known universities</p> <ul style="list-style-type: none"> • Carnegie Mellon • Harvard • Penn • MIT
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	<p>Publishers are entering into the e-Learning market by producing e-books/smart books (software for teaching):</p> <ul style="list-style-type: none"> • McGraw Hill, e.g. Geomete • Pearson, e.g. Mystatlab 	<p>important than understanding internal activities, and the focus is on stimuli and responses.</p> <ul style="list-style-type: none"> • Cognitivism: Learning is viewed as a process of inputs, managed in short term memory, and coded for long-term recall. • Constructivism: Learners create knowledge as they attempt to understand their experiences. 			
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Based on the waves of distance education (DE) by UMUC's DE program, Group Two's grid is labeled in four waves namely, Correspondence and Independent Study, Broadcasting and Systems Approach, Internet/ Web-based Communication and Current Trend. This is consistent with Peters' statement concerning the third wave of DE. "This is not simply an addition of new technical media to the well-known traditional pedagogical structure, as was the case in its audio-visual era in the sixties and seventies, when the pedagogical structure was changed only temporarily and in a superficial way" (2010, p. 99). The range of years was chosen to represent when the primary communication in DE was writing, audio/visual media, and the Internet, respectively.

Explanation of why we divided the waves into the time periods we did

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Based on the waves of distance education described by UMUC's distance education program, for our group grid we labeled three waves of distance education as Correspondence and Independent Study, Broadcasting and Systems Approach, and Internet/ Web-based Communication. This is consistent with Peters' statement concerning the third wave of DE. "This is not simply an addition of new technical media to the well-known traditional pedagogical structure, as was the case in its audio-visual era in the sixties and seventies, when the pedagogical structure was changed only temporarily and in a superficial way" (2010, p. 99). The range of years was chosen to represent when the primary communication in distance education was by writing, by audio/visual media, and by Internet, respectively.

Group Assignment Key: Carolyn = Black | Kamilah = Red | Flora = Purple | Yvonne = Green | David T= Blue | Heather M=Brown | Sherrill = Orange

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