

Appendix 18.1: Evaluation Timeline

Date	Activity	Resulting development
December, 1998	Small Enrolment Asian Languages (SEAL) Consortium Project established	Hindi Studies highlighted as one project to be developed within this program
Ongoing design and development of technologies in Hindi Studies		
May, 2000	Evaluation plan developed	Identification of competing goals, priorities and stakeholders.
May	Plan to run evaluation activities at the end of both semesters one and two. Monthly report submitted	Time constraints and lack of co-ordination force evaluation activities to be limited to semester two.
June	Preparation for preliminary survey to alert students and collect background data. Monthly report submitted.	Time constraints and concerns about student participation force re-consideration. Decision to employ only one questionnaire and one focus group. 2.
July	Usage statistics. Questionnaire drafted by CEDAM with Hindi studies and ASCILITE mentor	Some student learning goals identified
August	Focus group & interview questions drafted	
	Online form version of questionnaire developed for completion by USyd students	
	Focus group and questionnaire distribution scheduled for last week of Term 3.	
	ANU first years students completed questionnaire in class time	
September	Later year focus group conducted to gain students' perceptions of video-conferencing.	None of the ANU later year students participated. Review of methods of encouraging students to participate in focus group activities.
	USyd students alerted to presence of questionnaire on web and asked to complete it.	Decided to visit class again and ask ANU students to complete questionnaire.
	Review of focus group questions.	Focus group questions changed in light of responses of later year group.
	USyd students alerted to online questionnaire.	
	Focus group conducted in first year video-conferenced class.	Review of interview questions in response to focus group results
October	ANU later year class revisited.	
	Informal interview conducted with lecturer.	
	Web statistics collated.	
	Analysis and collation of completed questionnaires, and focus group videos.	

Appendix 18.2: Video-conferencing Specifications

The Technical Co-ordinator of ANULINK, The ANU Videoconferencing Centre, Mr Greg Stewart provided the following outline of the video-conferencing system used in teaching Hindi Studies.

The VTEL Galaxy room-based video conferencing system used at the Australian National University for Hindi classes with the University of Sydney is a standard dual screen system with matched electronic whiteboard and 4 cameras, one of which is a document camera.

The lecturer is seated at the front left-hand corner of our 22-seat theatre, facing Camera 2, along with the ANU students who are seated in theatre style (if present).

This document camera is located at the lecturer's right, allowing the lecturer to draw Hindi text on A4 landscape paper slides whilst talking to the students. The Sydney students see whichever camera the lecturer has selected. The document camera has a 6 cm preview image allowing the lecturer to square up slides before showing them to the ANU class and the remote students.

The lecturer views a 65cm monitor showing remote students. This monitor is located centrally in the second row of the ANU audience, giving the lecturer eye contact with the ANU students whilst having eye contact with the remote students simultaneously.

The lecturer's front presentation table also has its own, smaller, dual 35cm monitors, as the ANU audiences larger 1.6m images are behind the lecturer in the front wall.

The document camera views 28-36 point text/graphics drawn by the lecturer live, or used to show pre-drawn/printed information. Being able to swap slides allows the lecturer to go back quickly to information already shown.

The white board behind the lecturer allows text and the lecturers image to be seen at the same time giving instant written responses to students questions whilst still viewing the lecturers image. The lecturer may put, for example, key information on the white board, but go to the document camera for a "closer view" of text, sentence structure etc. Camera 1 shows the class of students at ANU, allowing some interaction between local and remote student groups.

The University of Sydney has similar VTEL Galaxy equipment, except with smaller images. The image size is dependent on room size; ANU has rear projection dual screens, showing local and remote images, affording easy viewing from the back of the theatre.

Continuity of text/graphics images, together with the lecturer's image helps to break the distance barrier of distance education and the isolation of the distance student (I believe also the setup requires the support technician to be located out of sight and out of the lecturers working area).

The lecturer has a microphone that covers his front table area. The students have ceiling microphones that cover the whole theatre, however, the ceiling microphones run to an autogating mixer that guarantees only one active microphone open at a time, when a student starts talking.

Links to Sydney Uni are over AARNETTII using IP but ISDN is available as a backup should network problems occur. Both pathways are selectable from the control panel in reach of the lecturer teaching and also in reach of the technician giving technical support in the adjoining control room/office. The IP pathway generally gives the same quality as ISDN running at the same bandwidth but at a more affordable cost to the University.

Appendix 18.3: Relevant Links

Analysis of Web Traffic to the ANU Hindi Studies Website

http://www.anu.edu.au/asianstudies/seal/reports/seal_webstats_report.html

Online version of questionnaire prepared for Hindi Studies

http://www.anu.edu.au/CEDAM/hindi/online_questionnaire