

Ted,

The 30 minute time limit to edit posts seems pretty silly, especially when we are posting temporarily. Have you noticed that there is no spell checker in this editor? But, hey you can add a smiley face 😊

Thanks for your post, you made a lot of good points which I hadn't given any thought to, especially the one about the basis for outcomes. I suppose it depends on whether the outcome is based on the affective, cognitive, or psychomotor domain.

I can't believe teachers are filing grievances, although, on second thought, I guess I can believe it. In fact the more I think about it, the extra burden without compensation placed on teachers who teach online does seem to be ever increasing. It is unfortunate that it has the result of stifling good ideas.

The more research I do on the NSD/SD controversy, the more I realize the debate seems to be more about media and technology than it is online education versus face-to-face instruction. I was motivated to purchase Richard E. Clark's book *Learning From Media*, I've only gotten through the first few chapters, but he seems to frame the debate around media and technology. I was discussing this with a friend who teaches Biology at Riverside City College and his comment was "the best teaching still comes from a good teacher with a piece of chalk and a chalkboard." I strongly disagree with that sentiment. I haven't done any empirical studies of my own, but I really think that a picture is worth a thousand words. I mean an actual photograph and not a diagram on a chalkboard. If it's animated and narrated with good callouts, I think that makes it even better.

Clark also argues that the debate should be over and the money for research in the area could be better spent elsewhere. A Statement like that reminds me of the guy who closed down the patent office because he thought that everything that would be invented had been already.

Bill Bennett