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Educational Television: Moving from Instructional Television Fixed Service(ITFS) to Any Content, Any Device, Any Time and Any Where

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ABSTRACT

This paper examines the recent advances in media technologies are deeply changed the Educational Television shift from Instructional Television Fixed Service to Any Content, Any Device, Any Time and Any Where Model. Television, which has an important place in mass communication, has a significant role in Education as Educational Television.

Key Words: *Educational television, content, distribution, instructional fixed service, enhanced television, convergence*

INTRODUCTION

The Television medium in higher education proved as supplemental and supporting role to the classroom and distance education. The practice of live telecast of engineering courses given on the campus for the benefit of students. At Stanford University, this practice has been known as “Instructional Television Fixed Services”(ITFS). Thanks to the new technologies available in the field of Educational Technology, recent advances in education technologies are deeply intertwined with shift from ITFS to Any Content, Any Device, Any Time and Any Where. Technological innovation, long a hallmark of academic research, may now be changing the very way that universities teach and students learn. This paper examines the stakeholder’s perceptions for this shift and study the significance of past, present and future of educational television in Teaching and Learning.

OBJECTIVES OF THE STUDY

The study is designed to appreciate the 4A model and journey of Educational Television from Instructional Television Fixed Service to Any Content, Any Device, Any Time and Any Where Model.

EDUCATIONAL TELEVISION AND EDUCATION

Television medium is capable of substituting not only the classroom teacher but also classrooms, buildings, school furnishings and equipment and so forth, the idea of an “Open University” is essentially to attain such multiple-substitution by the Television as medium. Therefore, the following conclusion of Schramm needs strong qualification, “The pattern of using television that is most likely to be cost-effective is its use to extend learning opportunities beyond the school. Note that we are, in effect, talking about core teaching by television, but outside the school.” Educational Instruction by means of Audio Visual material that use the senses of sight and hearing to stimulate and enrich learning experiences. The successful use of motion pictures and other visual aids in the U.S. armed forces during World War demonstrated the effectiveness of this medium as a tool of instruction. The use of audio visual materials formerly confined to maps, graphs, textbook illustrations, and field trips now includes all the developments of the photographic and film industries as well as radio, sound and video tape recording, computers, and television. Television courses, judiciously chosen so that they would cover those subjects in which there is the widest need could make a real contribution to the improvement of quality in engineering college teaching. In fact, through assigning to television some of the burden of presenting factual material and of motivating student learning, the classroom teacher might be enabled to give more time to individual attention which is generally recognized as a particular need in the improvement of student learning.

HISTORICAL PERSPECTIVE OF VIDEO BASED EDUCATION

The pioneering work of J.F.Gibbons at Stanford University in California begun in early 1970s, on the use of video course material for distance education as well as the research studies of Harvey Stone(1987) are worth reference to get better insight of the issues involved. The practice of live telecast of engineering courses given on the campus for the benefit of students. At Stanford University, this practice has been known as “Instructional Television Fixed Services”(ITFS). Tutored Video Instruction (TVI), conceived by professor Gibbons in the early 1970s was initially meant to cater to small groups of Off-campus students residing outside the IFTS broadcast range. Live classes were video recorded and sent by courier service the same day to plant sites where small groups of students could view and discuss the videotaped lectures in the presence of a local “tutor”. The function of the local tutor was to encourage the students to view the tape at a time and then help them clarify their doubts through group discussions before proceeding on to the next segment of the video lecture.

TECHNOLOGY AND EDUCATIONAL TELEVISION

Education generally, distance education in particular, uses networks to transmit educational content or to facilitate teaching and learning. Although other technologies continue to be used to deliver education

content, networked computing and the satellites are so well suited to the effective and efficient transmission of educational information and interpersonal communication that the Broadband has all but become the de facto medium of delivery. Technological innovation, long a hallmark of academic research, may now be changing the very way that universities teach and students learn. For academic institutions, charged with equipping graduates to compete in today's knowledge economy, the possibilities are great. Distance education, sophisticated learning management systems and the opportunity to collaborate with research partners from around the world are just some of the transformational benefits that universities are embracing. Television constitutes an important medium widely used to disseminate information to its viewers. It has the unique feature of combining audio and visual technology, and thus considered to be more effective than audio media. It serves multiple purposes of entertainment, information and education.

CHANNELS OF EDUCATIONAL CONTENT DISTRIBUTION

Educational Television taken a new avatar where advanced platforms are used to broadcast the content using 4A Model Any Content, Anywhere, Anytime and any device. This model is more beneficial for Educational Technology stakeholders. 4A Model is useful to improve the stakeholders satisfaction in accessing the content directly and through repository for global audience creating multiple opportunities to video-on-demand and virtual university.

Instructional Television Fixed Service: "Instructional Television Fixed Services"(ITFS) is old system of distribution where the content is distributed to television sets installed in classrooms. The schedules are designed in a such a way that students watch the programmes.

Any Content Model: The amount of educational content being generated blended with the broadcast convergence leads to enormous opportunities in Higher Education. Audio and Video components with advanced compression techniques facilitates the educational television content in streaming and distribute.

Any Time Model: The scheduling of Educational Television programmes traditionally done as per the scheduled designed based curriculum and time Table. The technology developed with highest levels production workflow, data storage and access to content anytime without generation loss.

Any Where Model: Accessibility of the Educational Television content from anywhere in the world from any device which facilitate to collaborate, Broadcast, Distribute and access from anywhere.

Any Device Model: Earlier the Educational Television content was only shown on Television Set installed in classrooms and other places facilitating students to watch the content. With advancement of Technology, portable device such as mobile phone, IPods, Tablets etc., are being collaborated in access of Educational Television content.

CONCLUSION

Over the decades, the Educational Television was distributed on the model ITFS model. Educational Television is finally finding its niche. Now, Hundreds of millions of stakeholders will have opportunity utilize the 4A Model and have access to educational video content from the repositories. Earlier educational television is produced specifically for ITFS model and programmes designed for classroom use as supplement to classroom teaching. With the advent of 4A model the pace and style rapidly changed keeping in mind the need and satisfaction of educational television stakeholders.

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