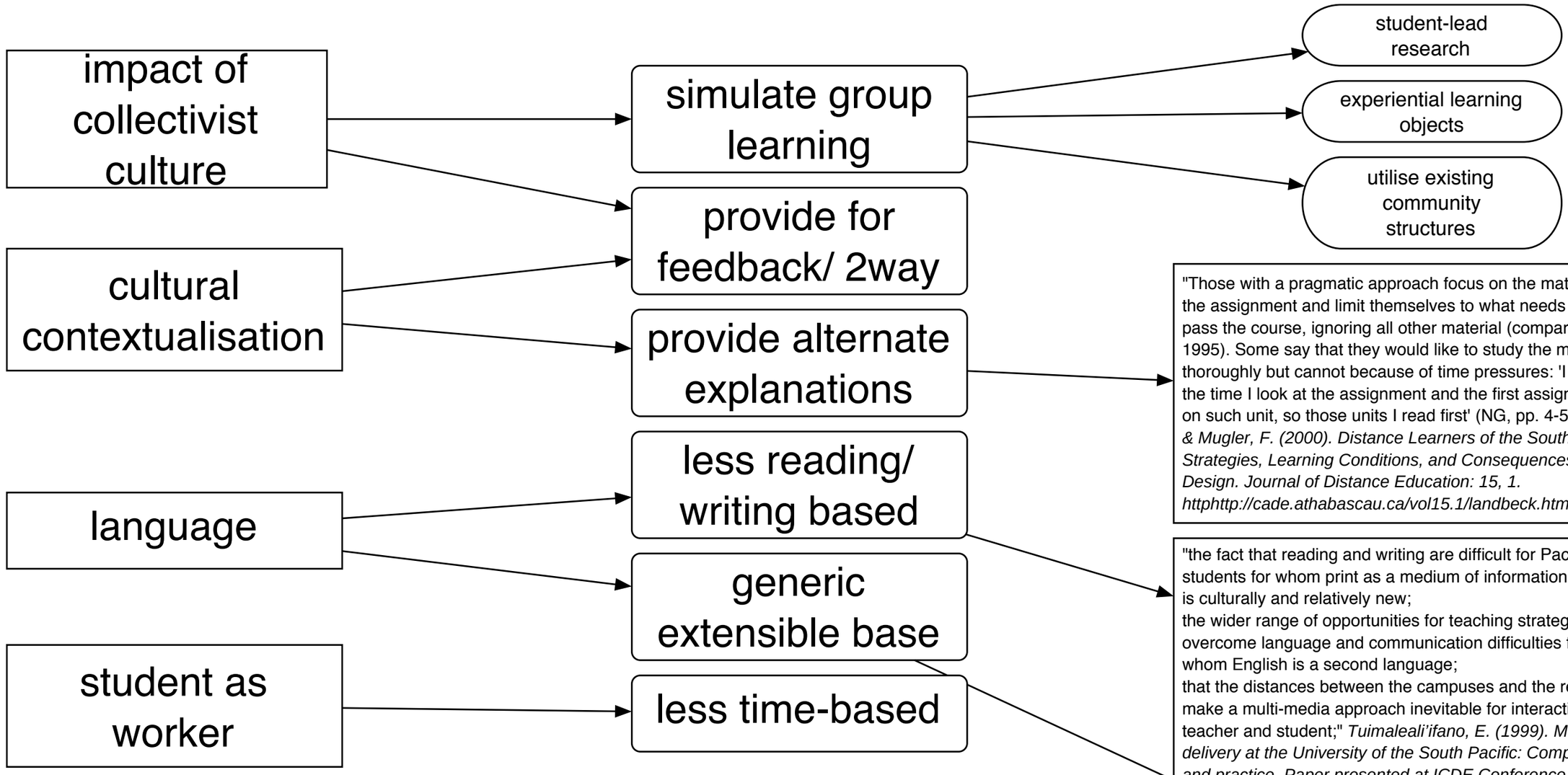
CULTURAL CONSIDERATIONS | APPLICATION TO MM | NOTES/ IDEAS



"Those with a pragmatic approach focus on the material relevant to the assignment and limit themselves to what needs to be done to pass the course, ignoring all other material (compare Chief & Hola, 1995). Some say that they would like to study the material more thoroughly but cannot because of time pressures: 'I mean, most of the time I look at the assignment and the first assignment is based on such unit, so those units I read first' (NG, pp. 4-5)." *Landbeck, R., & Mugler, F. (2000). Distance Learners of the South Pacific: Study Strategies, Learning Conditions, and Consequences for Course Design. Journal of Distance Education: 15, 1. httphttp://cade.athabascau.ca/vol15.1/landbeck.html*

"the fact that reading and writing are difficult for Pacific island students for whom print as a medium of information and instruction is culturally and relatively new;
the wider range of opportunities for teaching strategies to help overcome language and communication difficulties for students for whom English is a second language;
that the distances between the campuses and the rest of the region make a multi-media approach inevitable for interactive links between teacher and student;" *Tuimaleali'ifano, E. (1999). Multimedia course delivery at the University of the South Pacific: Comparing rhetoric and practice. Paper presented at ICDE Conference, Vienna, Austria, 22-24 June 1999.*

Vermeer (1999) enthusiastically states that digital resources "can, with varying degrees of difficulty, be transported, transcribed and sometimes transformed into an infinite variety of shapes or vessels [because] they are portable, reproducible and malleable in ways traditional printed texts or face-to-face lectures can never be" *http://ifets.ieee.org/periodical/vol_1_2002/gold.html*