

**Using various forms of distance education to meet the needs of diverse inservice student populations**

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This report discusses ongoing experiences in changing faculty approaches to inservice teacher education through the integration of distance learning to meet the needs of diverse, adult student populations. Lessons learned include experiences utilizing low-threshold videoconference technology, “high-end” videoconference technology, presentation software, text-book publisher’s web sites, and multiple web-based course administration tools. Use of hybrid technology necessitated many changes in styles of teaching and planning in order to accommodate students.

One overarching predicament in this program is that as we acquire new and better hardware, software, and connectivity at the university site, remote-site students’ capabilities to take part in our program was often superceded.

Experiences in this program are part of Project CoMeT (Collaboration, Mentoring, Technology)—a USDOE Title II Teacher Quality Partnership grant. The program includes five school districts, both rural and inner city.