Applications of Videodisc Technology to Individualized Instruction

Edward W. Schneider,

"For example, it will be possible when studying dynamic systems such as the growth of an embryo or the oscillations of a mechanical system, to record different views of the same process on adjacent videodisc tracks, and to switch from one viewpoint to another by pressing buttons on an external keyboard."

Intelligent Videodisc Systems -- Implications for Education

Arthur W. Luehrmann

videodisc like a book in fundamental respects

1. Like a book, videodisc has a low unit cost in mass production.
2. Like a book (before xerography), the cost of private copying is far more than buying a published disc. Blank tape is five times as expensive as a disc.
3. Because of (1) and (2), legal copyright protection will be enforceable for disc material--the underlying premise being that cheap copying renders copyright laws unenforceable.
4. Like a book, unit disc prices are so low that the decision to buy is decentralized and diffuses out to the individual person. The situation with films should be contrasted with this one. Only institutions buy films.
5. Because of (3) and (4), discs will be attractive to authors as a medium of publication of their courseware. Substantial and protectable royalty revenues are po-sible and will not depend entirely on satisfying the needs of traditional educational institutions.

"In the medieval library, books were often bound to their shelves by long iron chains. Students and scholars had to travel to the books. The printing press broke those chains. In the present day, students must chain themselves to institutions to have access to structured learning and evaluation systems. Perhaps the intelligent videodisc player and its courseware will break these chains as well."