

DEOSNEWS Vol. 4 No.7. ISSN 1062-9416.  
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DEOS was established with a grant from the Annenberg/CPB Project.

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#### EDITORIAL

One result of the expansion and maturation of distance education as a field of study and practice is the increasing number of publications relating to distance education written by educational scholars and practitioners. This issue of DEOSNEWS comprises a listing and brief descriptions of twenty publications on various aspects of the field. Please note that these publications are NOT available through The American Center for the Study of Distance Education. Readers interested in purchasing any of the volumes described should contact the publishers directly.

#### DISTANCE EDUCATION PUBLICATIONS

ACEC '92 : Computing the Clever Country? Proceedings of the Tenth Annual Australian Computing in Education Conference. Victoria, Australia: Computing in Education Group of Victoria, 1992, 557 pages. ISBN 0-646-09160-3

The ninety-five papers in this volume address issues of Australian self-reliance vs. dependence on foreign technology; the production of users of computers vs. the education of those who understand the technology; the effect on educational quality of the introduction of computers into the schools; and the degree to which students are being educated to contribute to a technology-dominated society. Focus areas for the papers include curriculum, distance applications, Logo, post-secondary populations, primary populations, research, special education, specific subject areas, and training.

Administrative Structures for Distance Education, H. Perraton, London: The Commonwealth Secretariat and The Commonwealth of Learning, 1991, 34 pages, ISBN 1 895369 10 X.

A determination to establish a distance education program necessitates decisions as to the organizational structure of that program. The purpose of this book is to assist those considering implementing distance education by exploring and comparing the available organizational options. The author begins with a discussion of the uses and effectiveness of distance education, then progresses to topics such as necessary resources, operational issues, appropriate organizational structures, costs, and planning and development.

Computer Mediated Communication and Education: A Selected Bibliography, E. J. Burge, Toronto, Ontario: Ontario Institute for Studies in Education, 1992, 87 pages.

This bibliography organizes, both alphabetically and topically, approximately 360 citations into a comprehensive survey of computer mediated communication (CMC) that will be of use to both experts and novices. Selection criteria focused on accessibility; relevance to practice and applied research, particularly in higher education contexts; and landmark publications in other contexts. Categories of citations include General Educational Contexts, Institutional Educational Contexts, Participant/learner Perspectives, Tutor/moderator Perspectives, Messaging, Tools and Techniques, and Non-educational Contexts.

Distance Education Futures, ed. T. Nunan, Underdale, South Australia: University of South Australia, 1993, 541 pages, ISBN 0 86803 072 4.

This publication includes selected papers from the 11th Biennial Forum of the Australian and South Pacific External Studies Association. Beginning with the premise that distance educators are one of the stakeholder groups involved with educational change, the thirty-eight papers in Distance Education Futures address six major topics: technology and its application in distance education; open learning; distance education and developing nations; distance education in vocational and workplace education; distance teaching and learning issues; and quality issues for distance education. Contributors of papers are from Australia, Canada, New Zealand, Hong Kong, the United Kingdom, and countries in the South Pacific.

Distance Education: Staff Handbook (The Guide Series in Continuing Education No. 2506), Harold Markowitz, Jr. Urbana-Champaign: University of Illinois, 1990, 59 pages.

In this handbook, Markowitz focuses on distance education management practices--particularly those applicable to higher education independent learning units--through an exploration of a broad range of program management issues: definitions, the mission of the distance education institution, effective methods, management activities, and opportunities for professional development. The general explanations are punctuated by helpful suggestions for applying the principles discussed to the reader's own distance education program. Additionally, each chapter contains one or more concrete program examples, referred to as "profiles," that demonstrate some of the issues discussed.

Economics of Distance Higher Education, M.M. Ansari, New Delhi: Concept Publishing Company, 1992, 144 pages, ISBN 81-7022-246-X.

Economics of Distance Higher Education presents an overview of the development of the open learning system in India in the

context of developments in higher education in general and in relation to theories of distance education. It also provides a theoretical and analytical framework for determining the economic viability of distance education programs and a detailed analysis of the institutional financing of distance education. Finally, the book discusses the potential for distance education to democratize education if teaching standards and learning outcomes in open learning contexts can be improved.

The Emerging Worldwide Electronic University: Information Age Global Higher Education. Parker Rossman. Westport, CT: Greenwood Press, 1992, 169 pages.

Accessing information on line and through other technologies, such as satellite, is the the basis for a new paradigm for higher education. The "Emerging Worldwide Electronic University" presents a conceptual approach for achieving a global electronic university by proposing an agenda for those who are planning for global higher education. The four words of the book's title suggest its rationale: The concept is "emerging," so planning for twenty years in the future must be done now; "electronic" technologies make possible the worldwide exchange of courses; the "university" has expanded from an exclusive guild of scholars to a system of higher education potentially accessible to all; and the key word, "worldwide," indicates the global nature that must come to characterize higher education. "The Emerging Worldwide Electronic University" includes two bibliographies (a General Bibliography and the World Brain Bibliography), an appendix of resources, and an index.

Evaluating Open & Distance Learning (2nd ed.), M. Thorpe, Harlow, Essex, United Kingdom: Longman, 1993, 240 pages, ISBN 0 582 21592 7.

This guide for practitioners of open and distance learning has two aims: to convince funders and practitioners of the importance of evaluation in achieving goals such as program quality and effectiveness, and to encourage practitioners to incorporate evaluation into their teaching. The author works toward these goals by outlining an approach to evaluation and by providing examples appropriate to open and distance learning. Topics covered include open learning and evaluation; evaluation for practitioners; learner self-evaluation; tuition; counseling and learner progress; course materials; planning and data collection; analyzing and using evaluation findings; and going beyond quality control toward excellence.

Home Study Student Services Handbook, eds. M. P. Lambert, and S. R. Welch, Washington, DC: National Home Study Council, 140 pages.

This handbook includes ten essays on the skills required of professionals responsible for education by correspondence. Collectively these essays cover the major aspects of providing instructional and administrative services to distant students. The authors--all practicing home study educators who administer some of the largest distance study institutions in the United

States--address the student service function from a variety of perspectives: the student as customer, total quality management, organization, supervision, record keeping, communication, testing, grading, motivation, and outcomes assessment. Throughout this publication, the emphasis is on the "how-to's" of home study instruction and administration.

Key Issues in Open Learning, ed. A. Tait, Harlow, Essex, United Kingdom: Longman, 1993, 288 pages, ISBN 0 582 21061 5.

This anthology presents some of the most significant articles to appear in AJDE "Open Learning" between 1986-1992. In the introduction, Alan Tait establishes the context with a discussion of key issues for distance educators in this decade. Authors of the seventeen articles in this volume provide insights into these issues by their perspectives on six topics: theoretical approaches; policy and management; student support and staff development; equal opportunity and access; workplace and school settings; and technology and open learning. Contributors represent organizations and institutions in Britain, Canada, Australia, and Norway.

The Management of Distance Learning Systems, G. Rumble, Paris: UNESCO, 1992, 108 pages, ISBN 92 803 1145 X.

This booklet is the forty-third in the Fundamentals of Educational Planning series. Examining the management of distance education from a variety of perspectives, it is intended for use by those engaged in educational planning in developed and developing countries and for others who need a general understanding of how educational planning relates to national development. The author begins with definitions of management and distance learning, provides an overview of the planner's perspective, and progresses to a discussion of the issues of strategic planning, organization and control, budgeting and financial control, and outcomes.

Managing Distance Education Courses (The Guide Series in Continuing Education, No. 2505) by Elizabeth Houdek (Urbana-Champaign: University of Illinois, 1990, 50 pages.

"Managing Distance Education Courses" is for distance education (primarily correspondence course) managers who need to recruit course writers and instructors, orient instructional staff members, ensure support for course development and on-going instruction, and evaluate courses and instructors. Houdek writes as one practitioner to other practitioners about each of these steps. Her advice is based on her own extensive experience as Instructional Materials Editor of the Independent Study Program at Ohio University and on comparisons she has made between her own program and independent learning programs at other large universities. The basic idea of the guide is to get the newcomer to distance education started in the business of managing "self-study" courses.

1994 ERIC Calendar of Education-Related Conferences, eds. L.

E. Gronlund and C. L. Boston, Washington, DC: Educational Resources Information Center (ERIC), 265 pages.

This calendar of conferences includes 532 international, national, and regional education conferences, seminars, and exhibitions scheduled for 1994. Individual entries provide information on the conference site, sponsor, topics, suggested audience, estimated attendance, contact person, registration details, and hotel rates. Events are listed chronologically and indexed by subject, by sponsor and conference name, and by geographic area. This resource for school administrators and teachers, professors and education students, association personnel, and education writers is also available on line through GTE Education Services (call 1-800-927-3000 for information about access). Calendars can be ordered by telephone (1-800-538-3742) or by mail (ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850).

Off-Campus Library Services Directory (2nd ed.), ed. C. J. Jacob, Mt. Pleasant, MI: Off-Campus Library Services, Central Michigan University, 1993, 211 pages.

This second edition of the Off-Campus Library Services Directory lists 176 educational institutions in the United States and Canadian provinces. The directory has three sections: short entries listed alphabetically by institution name, an institutional profile section arranged geographically by state and province, and an index of services arranged by subject. Each profile includes a description of the institution's academic programs, information about access to library collections and about document delivery methods, and a description of the library services provided.

Quality Assurance in Open and Distance Learning: European and International Perspectives. Conference Papers, ed. A. Tait, Cambridge, United Kingdom: The Open University, 1993, 251 pages, ISBN 0749 27028 4.

The conference for which these papers were written was organized by the Open University East Anglian Region in collaboration with the European Distance Education Network (EDEN) Academic and Professional Section; Empire State College, SUNY; and Laurentian University. The twenty-two papers in this collection demonstrate the shared commitment to open and distance learning reflected in this transatlantic collaboration. This shared commitment to quality distance education is expressed in a variety of ways, however. In addressing the central theme of the conference--issues of quality for new models of education--the authors of the conference papers display a number of different perspectives, ranging from the enthusiastic support of fully developed TQM approaches, through discussions of a range of informal quality-related activities, to reflections on the problematical nature of quality assurance in higher education.

Reaching Learners through Telecommunication, B. S. Duning, M. J. Van Kekerix, and L. M. Zaborowski, San Francisco:

Jossey-Bass, 1993, 322 pages, ISBN 1 55542 501 1.

Integrating the new telecommunications technologies into existing educational programs can be a complex and confusing process. To facilitate this process, the authors of "Reaching Learners through Telecommunications" provide a guide for novice and experienced nontechnical professionals charged with integrating, implementing, and maintaining educational technology in their organizations. They offer practical advice on analyzing the appropriateness of telecommunications-based education for an institution, determining typical costs and revenue sources, creating a successful market strategy, and building a comprehensive resource information base.

Rolling Your Own: How to Install Videoconferencing the Right Way, D. Labriola, Albany, NY: Solution Technologies, Ltd., 1992, 222 pages.

A videoconference is a meeting during which people at different sites use interactive video technology to communicate. Carefully configured monitors and cameras let users interact as if they were in the same room. "Rolling Your Own" is the first volume of The Complete Videoconferencing Reference Series, a comprehensive set of books that will cover all major aspects of the videoconferencing industry. Volume One is directed at project managers and decision makers faced with planning, funding, and installing an interactive videoconferencing facility. It describes how to put a site in place on time and under budget, and how to ensure that it satisfies user needs. "Rolling Your Own" emphasizes a team-directed approach that involves vendors, carriers, integrators, and consultants, and describes the issues that drive each major implementation decision.

Sixth Off-Campus Library Services Conference Proceedings, comp.C. Jacob, Mt. Pleasant, MI: Central Michigan University, 1993, 340 pages.

The primary objective of the 1993 Off-Campus Library Services Conference in Kansas City, Missouri, was to provide a forum for practitioners involved with library services for off-campus clients to discuss relevant ideas, concerns, and perspectives, and to share research. The papers that make up this publication address, among others, the topics of working with faculty, accreditation of off-campus programs and services, using technology for bibliographic instruction and service delivery, student perceptions of library user education, off-campus library service in developing countries, as well as personnel and economic issues in the delivery of library services to off-campus users.

Teach Yourself with Open Learning, D. Rowntree, London: Kogan Page, 1991, 190 pages, ISBN 07494 1153 8.

Intended for practicing or prospective open learners, "Teaching Yourself with Open Learning" provides advice for getting the most out of open educational experiences. Written in a nontechnical style, this book will help readers understand the

concept of open learning, choose from available programs, get organized and get started on a course of study, get help from tutors and others, and evaluate their learning experiences. Each topic section includes a discussion of objectives, activities that relate the ideas in the section to readers' own situations, and a concluding reflection activity in which readers are encouraged to think about what they have learned.

Videoconferencing and Distance Learning, L. Abbott, J. Dallat, R. Livingston, and A. Robinson, Coleraine, Northern Ireland: University of Ulster, 1993, 193 pages, ISBN 1 871206 39 1.

This report is the third in a series based on research into teaching and learning by distance delivery at the University of Ulster. The first report evaluated the use of audioconferencing in the teaching of a postgraduate adult education course; the second evaluated the application of live videoconferencing for simultaneous delivery to two University of Ulster campuses. This third report continues the evaluation of the effectiveness of videoconferencing as an educational delivery medium. Two instructors conducted separate self-evaluations; they were assisted by an external evaluator who interviewed both the tutors and their students. The report presents the technical, pedagogical, and managerial contexts of instruction, describes the evaluators' research methodology, presents two contrasting case studies of courses delivered by videoconferencing, and discusses the findings of the evaluation.

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