

**DISTANCE TEACHING FOR
HIGHER AND ADULT EDUCATION**

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Distance teaching for higher and adult education

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Distance Teaching for Higher and Adult Education

Edited by

ANTHONY KAYE and GREVILLE RUMBLE.



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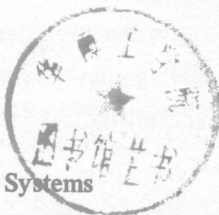
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FOREWORD

The Director General of UNESCO

As part of a broader effort to achieve social justice and to establish a closer linkage between higher education and national development goals, there has, for more than a decade now, been a growing concern in many parts of the world to provide access to Higher Educational Institutions to new categories of people. The traditional university, seen as a microcosm, a place where intellectual resources are concentrated and an instrument for the dissemination of knowledge, has thus gradually come to redefine its function, the public it serves, its programmes and, consequently, its organisation and its methods.

Educators on the lookout for alternative models which could reduce the physical, social and psychological distance that separates knowledge and the learner have, in particular, turned their attention to the possibility of using the communication media to extend education in both space and time and to diversify its objectives, content and form.

The success of the Open University concept has convinced many countries throughout the world that distance-teaching systems, based on the use of new technologies, can make an effective contribution to the quantitative and qualitative improvement of higher education in the larger context of life-long education.

Since 1972, Unesco has been making efforts to draw the attention of the international community to ventures such as the United Kingdom's Open University which have explored these new avenues. With this in mind, it has for instance, published a book entitled *Open Learning*, analysing post-secondary distance teaching systems, promoted seminars and expert meetings and given constant support to efforts in the direction of technical co-operation between Member States.

The publication of the present book, informing the international community both of the successes and difficulties of the development of the ideas of open and distance education, thus comes at a most opportune moment. The wealth of detail it contains and the strictly scientific approach it adopts will, I am convinced, make it an invaluable source of information for all those wishing to develop distance teaching.

Amadou-Mahtar M'Bow

EDITORS' PREFACE AND ACKNOWLEDGEMENTS

This book has been a co-operative effort which had its origins in a four-week workshop on 'Planning Distance Learning Systems', devised and presented by the Open University's Centre for International Co-operation and Services during 1979. We are grateful to the authorities of the Open University, and to Professor Michael Neil, the Director of the Centre, for giving us the opportunity to develop the ideas arising from the workshop.

We both felt that the workshop materials and the concepts on which they were based were of sufficient interest to justify dissemination to a wider audience. The workshops themselves, in their two presentations during 1979, were attended by a number of staff from distance-learning projects in countries as diverse as Colombia, France, Indonesia, Sri Lanka and Venezuela; and it was evident from participants' reactions that the conceptual framework we had devised for analysing distance projects was useful to them in providing new insights into the subject. Conversely, their reactions have also been very valuable to us in modifying our own ideas, and hence the eventual content of this book.

One of the key features of the framework which we present here is the analysis of distance-learning systems into two major operating systems — one concerned with course creation, production and distribution, the other with student support and administration. Parts Two and Three of the book deal respectively with these two key subsystems. Part One is of an introductory nature, and attempts to analyse some of the key characteristics involved in the initial design of distance-learning projects. Part Four looks at organisational, planning and budgeting issues of distance projects, whilst Part Five — which includes an annotated bibliography — provides general pointers for the interested reader who wants to go further into the subject.

We would like to stress that this book is by no means solely concerned with use of distance methods for providing classical higher-education programmes. The reader will find many references to the use of such methods for adult education in general, for technical and vocational training, for rural development, and for continuing and permanent education. Indeed, one of the key objectives of many of the new 'university-level' distance-teaching institutions which have been established during the last decade is to expand and develop the range

of programmes provided by universities in new and innovative ways, by reaching audiences hitherto excluded from such opportunities. This is true of organisations as different as Britain's Open University, Costa Rica's State University for Distance Education and Pakistan's Allama Iqbal Open University.

We have drawn fairly extensively on information from a number of actual distance-learning institutions, in both developed and developing countries, in exemplifying and illustrating points made in the various chapters of this book. Ten institutions in particular — all established during the last ten years — have provided the bulk of this information. They were chosen because they represent examples of autonomous institutions set up specifically to serve distance students, because they are drawn from a variety of countries throughout the world, and because they are institutions with which we have been involved in one way or another over the last few years. We will not pretend to have eliminated a bias towards the British Open University (UKOU) in selecting examples to illustrate various points — this is inevitable given the fact that we are most familiar with this institution and that the amount of published and unpublished data on the UKOU is so prolific. However, we hope that this bias is counterbalanced by the extensive references to other institutions and projects and to the different cultural, social and economic backgrounds in which they have arisen. At the end of the book (in Part Five) are included brief profiles of the ten institutions on which we have put particular stress.

We are particularly grateful to the Heads of these institutions for their assistance: Dr Ahmadi, sometime Vice-Chancellor of the Free University of Iran; Dr M. Casas, Universidad Nacional Abierta, Venezuela; Dr A. Ginzburg, Everyman's University, Israel; Dr J.L. Lorente Guarch, Universidad Nacional de Educacion a Distancia, Spain; Dr F. Pacheco, Universidad Estatal a Distancia, Costa Rica; Mr K.M.D. Perera, Sri Lanka Institute of Distance Education; Dr O. Peters, Fernuniversität, Federal Republic of Germany; Lord Perry, the first Vice-Chancellor the British Open University; Dr S. Smith, Athabasca University; and Dr S.M. Zaman, Allama Iqbal Open University, Pakistan.

We also wish to thank the following people for their valuable comments on the manuscript of the book: Dr Tony Bates, Mr Jeremy Chapple, Professor Ron Glatter, Mr Norman Gowar, Professor Naomi McIntosh, Professor Michael Pengelly, Mr Derek Rowntree and Mr Godfrey Woodward (all of the British Open University); Mr Leslie Wagner (of the Polytechnic of Central London); Mr Alan Hancock (of

Editors' Preface and Acknowledgements

the International Institute for Educational Planning) and Mr Herbert Marchl (of UNESCO).

Special thanks must go to Mr David Seligman, of BBC/Open University Productions who, during his secondment to the Centre for International Co-operation and Services, provided valuable comments and additions to the chapters of the book in which mention is made of the use of broadcasting and audio-visual aids, and who played a significant part in elaborating the original workshop materials in these fields. For these reasons we have included him in the list of contributors at the end of the book.

Finally, we wish particularly to thank Ms Penny Lobo and Ms Maria Francis without whose initiative, skill and patience in preparing and typing the final manuscript from a number of earlier drafts this book would never have reached our publisher in time. They received valuable assistance from Zvi Friedman and John Taylor of the Open University in meeting the deadline, but the main credit must go to them.

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PART ONE

CHARACTERISTICS OF DISTANCE-LEARNING SYSTEMS

INTRODUCTION

Part One sets the scene for the remainder of the book, by examining the main features underlying the use of distance-education methods for adult and higher education.

Chapter 1 reviews various models of distance provision, concentrating eventually on the *autonomous institutional model* typical of the new generation of projects which have been established during the 1970s in a variety of different countries. A systems analysis of distance education is then presented, with two key features:

- a *courses subsystem*, concerned with the creation, production and distribution of learning materials;
- a *student subsystem* concerned with enrolment, support and assessment of distance students, and their learning needs.

These two subsystems are treated in detail in Parts Two and Three of the book, while Part Four examines the related *logistical* and *control* subsystems.

The first chapter continues with a discussion of criteria for adopting distance methods, and the planning implications of so doing, at varying levels of complexity.

Chapter 2 addresses itself to three principal questions concerning the recently established distance-learning institutions which exemplify the autonomous institutional model:

- who are the students of these institutions?
- what do planners need to know about their students, and why?
- how does one obtain the information needed?

The first of these questions is analysed at three levels by examining the political pressures which led to the establishment of the distance-learning institutions, by looking at the nature of the courses offered, and by describing some 'typical' student characteristics. The second and third questions involve an examination of uses and users of information

on students, as well as ways of collecting relevant information.

Chapter 3 reviews the media, materials and learning methods used for distance education.

By *media* is meant, in the broadest sense, the four major categories used in distance education: *print*, *audio-visual media* (broadcast and non-broadcast), *practical work* of various sorts, and *interpersonal communication*.

The term *materials* refers to the specific items derived from one or other of the four media, which a student receives as part of a distance-learning course (e.g. correspondence texts, cassettes, etc.).

Under *learning methods* we analyse the activities in which the student engages, and the way he or she organises these activities, in studying a course.

1 ORIGINS AND STRUCTURES

Anthony Kaye

Introduction: Distance-teaching Models at University Level

The use of distance-teaching methods for university-level education is a practice that goes back over one hundred years. In Britain, its origins can partly be traced to the historical distinction between teaching and accreditation which was one of the key features of the Oxford and Cambridge system — the colleges taught, the University examined. Thus, when the University of London was established in 1836, it had no teaching functions, but merely registered and examined students, in the UK and overseas, for external degrees. Various private concerns, such as the University Correspondence College and Wolsey Hall, soon arose to provide correspondence tuition for students enrolled for London external degrees. This is one particular pattern of provision, and perhaps the earliest: correspondence tuition provided by an independent organisation for degrees awarded by a public university. It is still to be found in a number of countries.

A second model is that of a conventional university which provides correspondence study facilities itself to external students, as well as examining and accrediting these students. El-Bushra (1973) distinguished three variants of this model:

- universities offering correspondence teaching in one department only (e.g. the School of Education at the University of the South Pacific);
- universities in which teaching departments are required to accept both internal and correspondence students, with a separate department responsible for administrative aspects of correspondence study (e.g. the University of New England in Australia, the University of Zambia);
- universities which have separate correspondence teaching units, with both teaching and administrative functions (e.g. the University of Queensland in Australia, the Punjab University in India and many American universities, of which Wisconsin is a well known example).

Many university schemes fall between these three variants — the Soviet

system, for example, as exemplified at the Universities of Moscow, Leningrad and Kharkov, seems to be a combination of the second and third variants, with academic and administrative functions under a Pro-Rector for Evening and Correspondence Studies, and teaching links with the main faculties (Subramanian, 1971). Another variant is presented by the established colleges and institutions which run distance-teaching units in which broadcasting, especially television, plays a major role, and where this emphasis alters radically the traditional correspondence teaching model. An example would be the Télé-CNAM branch of the French Collège National des Arts et Métiers.

A third model of university-level correspondence teaching is that of collaboration between a number of different institutions of higher education in catering for external students. El Bushra cites Massey University in New Zealand as an example (it provides correspondence education to students at all other New Zealand universities). Other examples of co-operative schemes are the regional groupings of French universities (such as the Entente de L'Est) and the German Institute for Distance Studies at Tübingen, which is charged with arranging provision of correspondence education at university level in collaboration with the existing universities and broadcasting organisations.

A fourth model, probably unique to France, is that of a massive centralised state provision for correspondence education at all levels, including university level. The Centre National de Télé-Enseignement in France is directly under the control of the Ministry of Education, and currently has some 200,000 students on its books, of which about 5,000 are studying at degree level. Examinations and qualifications attained are identical with those of the formal school/university sector.

The model which represents the most recent development is that of autonomous institutions established solely and specifically for external students, using a variety of distance-teaching methods to provide specially prepared multi-media courses, and with formal responsibility for evaluation and accreditation. The first of this new generation of institutions was Britain's Open University, so called because of its lack of formal entry requirements, and the 'open-ness' of its teaching. During the last ten years, other autonomous distance-teaching institutions have been established in a number of countries. Examples include the following:

Allama Iqbal Open University, Pakistan (AIOU);
Athabasca University, Canada (AU);