

Distance Education II:

Research, Law, Practice and Opportunity

Mark H. Mortensen Authors

George U. Hubbard

Beverly Rodgers

Pijarn Charoensri Cover

Kathrine L. Box Layout

TCET Copyright ©1997



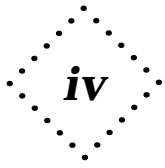
Distance Education:



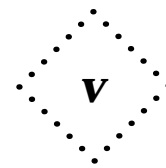
CONTENTS

.....

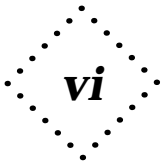
	Page
Acknowledgments	vii
Preface	ix
Chapter	
1 The Concept of Distance Education	1
<i>George U. Hubbard and Mark Mortensen</i>	
What is Distance Education?	1
A Brief History of Distance Education	5
The Scope of This Document	7
2 A Roadmap to the Distance Education Literature	9
<i>George U. Hubbard & Mark Mortensen</i>	
Books and Documents	9
Overviews of Distance Education Literature	10
Specialized Surveys	16
Helping Small Rural Schools Get Started	18
Periodicals	20
3 Legislative Support for Distance Education	25
<i>Beverly A. Rodgers and George U. Hubbard</i>	
House Bill No. 2128	26
TIF Board Master Plan	29
Senate Concurrent Resolution No. 66	30
House Bill No. 85	33
House Bill No. 1404	34
Telecommunications Act of 1996	35



4	Infusing TEKS into Distance Education Curricula	39
	<i>George U. Hubbard</i>	
	Texas Essential Knowledge and Skills (TEKS)	40
	Integrating TEKS into the Curriculum	42
	Examples	
	Grade Groups K-2 and 3-5	
	Ysleta ISD	43
	Grade Group 3-5	
	PARTNERS Project	45
	Grade Groups 6-8 and 9-12	
	OWLink and the Electronic Studio	47
	Grade Group 9-12	
	Dell City	49
	Distance Education, Curriculum Integration and TEKS	51
	Case Study	51
	Summary	53
5	Distance Learning: A Synthesis of Literature Reviews	55
	<i>M. G. Moore and M. M. Thompson, and C. A. Schlosser and M. L. Anderson and R. V. Price, J. Repman and D. White</i>	
	Examples of Distance Education in the Schools.....	56
	Interactive Television	58
	Learner Achievement for K-12.....	61
	Teacher Training.....	65
	Learner Achievement in Adult Education	66
	Characteristics of Adult Distance Education Students	67
	Examining Other Factors	70
	Learner Perceptions and Attitudes of K-12.....	74
	Learner Perceptions and Attitudes of Adults	75
	Program Design Considerations	77



Course and Curriculum Development	81
Use of Telecommunications for Teacher In-Service Training	86
Professional Development Needs of Distance Educators	88
Cost-Effectiveness of Distance Education	91
State Policies Dedicated to Distance Education	96
6 Issues Related to Instructional Design for Distance Education	101
<i>Mark Mortensen</i>	
Characteristics of the Instructional Design Process	103
Typical Activities in Instructional Design Stages	103
Applied Instructional Design Models	109
7 Issues Related to Teaching Via Distance Education	125
<i>Mark Mortensen</i>	
Approaches to Interactive System Teaching	126
Meeting Student Needs	132
Teaching Strategies	132
Strategies for Interaction and Feedback	133
Who Should Teach?	136
8 Evaluation of Distance Education Programs	
<i>Mark Mortensen</i>	
Important Elements	139
Formative Evaluation	141
Summative Evaluation	144
The Nature of Evaluation Measurement	150
Case Studies in Distance Education Evaluation	153
Telecommunications and Rural Schools of the Southwest	
Results of a Three Year Study	153
An Assessment of Learning Outcomes of Students Taught a	
Competency-Based Computer Course in an Electronically	
Expanded Classroom	157



Appendices

I. Interactive Higher Education Networks in Texas	167
II. Points of Contact for Further Information	173
III. Telecommunication Systems Used for Distance Education	177
IV. Surveys Used by Mortensen	181
V. Educational Environments in CyberSpace for BBS Uses in Education	187

Ken Blystone

Glossary	223
-----------------------	-----

References	231
-------------------------	-----

Acknowledgments

The staff of the Texas Center for Educational Technology would like to acknowledge the contributions from outstanding experts in the field of distance education who have granted us the permission to use excerpts of their work in this publication.

Without their professional support, this document would not have been a representative of the current state-of-affairs in distance learning.

We also extend our gratitude to M. G. Moore and M. M. Thompson for their contribution from *The Effects of Distance Learning: A Summary of Literature*, to C. A. Schlosser and M. L. Anderson for information from *Distance Education: Review of the Literature*, and Ken Blystone for *Educational Environments in Cyberspace*.



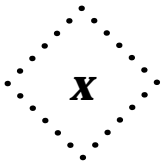
Preface

This publication has a new name but, for all practical purposes, it should be considered a second edition of the 1995 Texas Center for Educational Technology publication *Distance Education: Research, Current Practice & House Bill 2128*. And, like all new editions, there is some new material that enhances the original perspective. Readers familiar with the original publication will find several new chapters and many additions in this volume.

Chapter 1 has been expanded with more discussion on the definition of distance education. The rise of Internet-based course distribution will certainly warrant another look at the definition of distance education in the very near future. Perhaps, the best model for those who are eager to begin this type of course distribution is the literature regarding early correspondence school. Internet-based course delivery will emerge as unique but, for the moment, is “electronic” correspondence education.

Chapter 2 has been expanded with more current references to the literature of the field of distance education. It is not intended to be a review of the literature. Rather, it should be viewed as a mini-annotated reference to some seminal works and related journals in the field of distance education. Each was selected for its unique perspective.

Chapter 3 is an update on the status of legislation affecting the practice of distance education. Specific interest is attended to House Bill 2128, the TIF Board Master Plan, Senate Bill 66 and the Telecommunications Act of 1996.



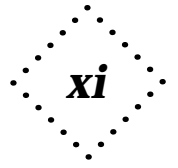
Chapter 4 has been revised to show selected examples of distance education as an instructional tool and to suggest ways in which the new Texas Essential Knowledge and Skills (TEKS) concepts can be infused into the distance education curriculum.

Chapter 5 is intended to be a review of the literature. It has been enhanced with segments from the research report prepared by Robert Price, Judi Repman and David White of Texas Tech University. This report was Chapter 7 in the original publication. The report has been dismantled and spread out in Chapters 6, 7 and 8 of this edition. This, in no way, was intended to diminish the original contribution.

Chapters 6, 7 and 8 represent more in-depth perspectives on the topics of instructional design for distance education, teaching techniques as a new skill set and the nature of evaluation of distance education projects. They are designed to be “laundry lists” of the current literature on those topics but they should not be considered exhaustive. In general, the content of the new chapters is a starting point for the processes discussed.

In addition, there have been updates and changes made to the Appendices. The contributions of scholars in the field have been noted as appropriate. This is the case throughout the publication. Ken Blystone’s *Educational Environments in Cyberspace for BBS Uses in Education* has been moved into Appendix V.

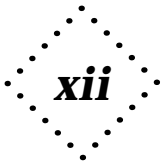
It was stated in the first edition that this publication was intended to be a “source of information that will introduce the fundamental concepts to the uninitiated, and then proceed (in layman’s terms) to unfold the considerations leading to successful design and implementation of distance education for a school.”



This publication is, with a new name, another step in that process.
We have all learned a little bit more about distance education.
And, we will continue to learn more and more with each new
distance education implementation. In addition, each new piece
of legislation that supports the growth of distance education will
provide opportunities for more investigation.

Mark Mortensen
Denton, Texas
1997





.....