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Annotated Bibliography – in progress
December 17, 2002

The Academy for Educational Development. (May/June 2001). *African Global Information Infrastructure Gateway Project: The Leland Initiative*. Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

The article reports on a five-year project funded by USAID to “extend full Internet connectivity to a minimum of 20 sub-Saharan African nations ... to facilitate and encourage Internet use by Africans and their international development partners to meet the challenges of achieving sustainable development” (p. 66). The Leland Initiative was charged with building demand for the Internet. The report covers AED’s initial user assessment, their development of training, and concluding survey of lasting effectiveness. The report summarizes six lessons learned, and two sidebars highlight programs that resulted from the initial training.

Adam, J. Y. (2002). *The roles of pastoralist NGOs in nomadic education in Nigeria: The experiences of Al-Hayah*. Presented at Nomadic Education Conference sponsored by the British Department for International Development, Abuja, January 16-19, 2002. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/jibrin_yunus.pdf

This paper is a summary of the efforts of one particular NGO, Al-Hayah. The contents are in keeping with the other papers and articles on education for nomads. [I read this paper 9th.]

Adekanmbi, G. (1999). A glimpse into the future of distance education in Africa. *FID Review*, 1(2/3), 110-115.

Adekanmbi first surveys the past and the present of distance education in Africa. He identifies ten recent trends as a basis for projecting its future. He sees (i) an increased use of new technologies; (ii) an increased collaboration with external institutions and NGOs with the related problem of outside-driven content; (iii) the possibility of extending to pre-tertiary offerings; (iv) an increased support services structure, particularly in southern Africa; and (v) a merger of distance education and conventional institutions, with the packaged content resold. He cautions against the return of colonialism, when “their wares will be shrouded in garments of technology, their words will be laden with the goodies and gains of collaboration, and their baits the need for the world to be a community where we can all be one” (p. 114).

Al Ahram Weekley. (2000, March 4 – 8). Letter from Cairo: A change in emphasis! Retrieved April 30, 2002, from the World Wide Web: <http://www.sis.gov.eg/public/letter/html/text380.htm>

A report on USAID programs’ shift that “have over the past three years placed an increasing emphasis on funding environmental preservation programs and NGOs involved in community services” (para. 1). “One such project, Learn Link, finances the construction of one-room schools

in rural and poor areas targeting young girls who have failed to enroll in schools at an appropriate age. In these schools the emphasis is on promoting illiteracy [sic] and on providing vocational training” (para. 7).

Alhaji, A. A. (2001a). *Mobile and stationary school strategies for educating nomadic pastoralists and migrant fishermen: The Nigerian experience*. A paper prepared for the IEC/DFID Virtual Conference Discussing Education for Nomads and Pastoralist with Focus to Nigeria, November 20, 2001. Retrieved October 6, 2002, from the World Wide Web: http://www.uni-oldenburg.de/zef/cde/OMDE%20626/Nomads/ALHAJI_Mobile%2520and%2520Stationary%2520School%2520Strategies%2520in%2520Nigeria.doc

The author presents a summary paper that recaps the work of others. What is different, to what I've read so far, is the further elucidation of the mobile structures (collapsible classroom and motorized boat school, particularly what the problems are with the collapsible classroom). It appears that there is a “semi-permanent” structure, but it is not described. The paper is an informative and brief presentation of the material.

Alhaji, A. A. (2001b). *Nomadic education in Nigeria: Strategic direction for improving education access for nomads, pastoralists and migrants: A report on the analysis of study conducted on national education bodies and livestock departments*. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/ardo_aliyu.pdf

A brief report on several studies conducted with “educational bodies that deal directly with the nomads” (p. 2). What is interesting for me are (i) the emphasis on curricula that meets the National Policy on Education, “excepting that the knowledge imparted to the nomads are provided through cultural filter” (p. 4) and (ii) the provision of both mobile and stationary classrooms. Nomadic/migrant children have a low rate of transition to secondary school. The surveys could not “ascertain whether this low rate of transition is attributable to their performances in the national common entrance examination or their willingness to proceed to secondary schools (education)” (p. 8). The questions that come to mind are whether or not the culture-specific curricula impacts their performance, how willing are the children (and their parents) to leave their homes, and how much ‘culture shock’ is experienced by those children from being stationary and from the non-culture specific curricula.

Aliyu, K. (n.d.) *Intelligence, achievement, personality and social adjustment: A comparative study of the nomadic and sedentary Fulbe pupils*. Retrieved October 2, 2002, from the World Wide Web: _____

Altbach, P.G. (2002, Summer). *Knowledge and education as international commodities: The collapse of the common good*. Retrieved December 4, 2002, from the World Wide Web: http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News28/text001.htm

“The commodification of education will have major implications for how we think about schooling and the university, the ownership and transmission of knowledge, and indeed the role

of citizenship in modern society” (para. 1). The author takes the positions that education is not country-neutral and that countries must be able to control basic elements, language, pedagogy, and other key elements. He brings an interesting element to the discussion – international providers may “cream off the top” the most profitable degrees, such as management, and leave the local providers to provide less-profitable ones.

Angrist, J., & Lavy, V. (2002, October). New evidence on classroom computers and pupil learning. *The Economist Journal*, 112, 735-765. Retrieved November 14, 2002, from the World Wide Web: <http://wip.blackwellpublishing.com/specialarticles/eoj737.pdf>

Anzalone, S. (2001). *ICTs to support learning in classrooms in SEAMEO countries: At what costs?* Paper prepared for Southeast Asian Ministers of Education Organization, presented at Bangkok, March 26-29, 2001. Retrieved from the World Wide Web March 29, 2002, http://www.seameo.org/educongress/papers/Plenary/Ple_IV/Stephen%20Anzalone%20ICTs%20to%20Support%20Learning%20in%20Classrooms%20at%20SEAMEO%20Countries%20At%20What%20Cost.doc

Anzalone’s presentation of the costs is brief and factual. He cites Orivel’s statement that “the costs [of] the components of the new ICTs applications (hardware, software, and Internet connections) are ‘first world’ costs and will reflect price tags similar to those found in industrialized societies” (in Yates & Bradley, 2000). He then cites “yearly per student expenditure” for “the group fo 24 ‘least developed’ countries in Eastern Asia/Oceania . . . : primary, \$108; secondary, \$199; and tertiary, \$817.” Even when he factors an assumed 20% as discretionary spending, ICTs become a possibility only for the tertiary level. He touches on two additional points: (i) the lack of literature on “the educational effectiveness of using ICTs in the classroom.” and (ii) “the inattention given to the ‘language of instruction’ of ICTs.” Anzalone acknowledges the lack of “cost and financial data” and calls for research on “cost-feasible options.”

Bacsich, P., and Ash, C. (1999). *Costing the lifecycle of networked learning: Documenting the costs from conception to evaluation*. Paper presented at the Association for Learning Technology Conference, September 21-23, 1999, at the University of Bristol, England. Retrieved from the World Wide Web: <http://www.shu.ac.uk/schools/cms/research/terg/Papers/ALT-C99.doc>

Banathy, B.H. (1995). Developing a systems view of education. *Education Technology*. (Made available through OMDE 0602 course area.)

Banathy discusses the paradigm shift that occurred in our world view as a result of the shift from “the industrial machine age to the postindustrial information/knowledge age. Because of the fragmentary nature of our educational system, “. . .we cannot consider the complex interactions and systemic connectedness of the various components that integrate into the whole.” A systems

view “is a holistic and expansionist way of viewing the world.” He develops a possible systems model, then extends that into “a comprehensive system of educational inquiry,” with “four domains of organizational inquiry” and an “integrating cluster” in the center.

Banathy, B.H. (1991, 1992, 1993). Comprehensive systems design in education. *Educational Technology*. (Made available through OMDE 0602 course area.)

Banathy approaches the need for “a new vision of education” from the perspectives of various fables or of space travelers. The topics within the series are: Design Issues (introductory column), March 1991; A Design Imperative: Leap Out from the Existing System, May 1991; Who Should Be the Designers?, September 1991; Design in Pursuit of the Ideal, January 1992; Building a Design Culture in Education, March 1992; The Prime Imperative: Building a Design Culture, June 1992; Building a Design Culture: From Conception to Realization, August 1992; A Framework for Creating Design Options, October 1992; Designing Education Around the Learning Experience Level, January 1993; Selecting the Scope of Design Inquiry, April 1993; Organizing Society’s Resources for Learning and Human Development, June 1991; and Envisioning the Image, August 1993;.

Bankakademie (n.d.). *Learning with new media*. (Made available through OMDE 0605 course area)

Bankakademie was an interesting – and often frustrating – experience with online learning. It was reminiscent of the early days of computer-assisted instruction – read and answer questions.

Bates, A. W. (Tony). (2000). *Managing technological change: Strategies for college and university leaders*. San Francisco, CA: Jossey-Bass Publishers.

A thorough coverage of what is involved in managing the change to the successful use of technology. The text is straightforward and would guide the process regardless of one’s level of expertise in technology. I particularly appreciate the section on costing.

Bates, A. W. (Tony). (1995). *Technology, open learning and distance education*. London and New York: Routledge.

The book introduces Bates’ ACTIONS (Access, Costs, Teaching functions, Interactivity and user friendliness, Organisational issues, Novelty, Speed) model as a framework for evaluating the strengths and weaknesses of each technology. It also has costing structures for each technology.

Bazillion, R.J., & Braun, C. (1992, Fall). Technology and library users automation and outreach: Library services to off-campus students. *Journal of Distance Education*, VII(2), 67-75.

The article is dated, but it provides an interesting perspective on the earlier stages of online library resources. Even more interesting is that the frustrations identified – such as the necessity of making selections with incomplete information (abstract), “learning the language” of online searches, time-delay to receive materials – still exist.

Bedi, A. S. (1999). *The role of information and communication technologies in economic development: A partial survey*. Retrieved August 28, 2002, from the World Wide Web: http://www.zef.de/zef_englisch/publikation/publist_neu/publist_modern_technologies.htm

In interesting review of the claims surrounding the use of ICTs and faster growth and development. Bedi grounds his study in three issues: what are the unique characteristics of these technologies; what are the links through which these technologies are expected to promote development; and how well does the existing empirical evidence support the claims made for or against the spread of ICTs. His study results are not surprising – the need for a minimum density of ICT – although the results may have been more widely disseminated through various means in the intervening years since the publication date. Bedi is clear to state that “a preponderance of the empirical literature surveyed here is based on data from developed countries” (p.34). Research areas suggested are: “studies that evaluate how ICTs affect the productivity of firms in developing countries”; “the argument that the use of these technologies reduces transaction costs and thus promotes the spread of markets”; and “that the use of these technologies and the benefits they confer are limited to a minority of households” (p. 35). Section 5 summarizes the report well.

Bellamy, C. (2000, May/June). *A vision for basic education in the new century*. TechKnowLogia [Online]. Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

Bellamy, Executive Director of UNICEF, cites “six crucial and complementary elements” for Education for All: young children must be ready for school and for life; the right of every child to basic education must be fulfilled; we must put a special focus on girls; quality basic education is a necessity (“Both new and old technologies, such as Internet connectivity and radio instruction, must be used more creatively to reduce, rather than increase, disparities in access to quality learning” (para. 7).); in situations of conflict, violence, and instability, learning must be started quickly; children affected by HIV/AIDS deserve immediate attention. What’s missing is an action plan in the midst of the rhetoric.

Berge, Z. L. (1995). Facilitating computer conferencing: Recommendations from the field. *Educational Technology*, 35(1), 22-30. [It is the author’s request that the above citation be used. The reading made available through the OMDE 0624 course is entitled *The role of the online instructor/facilitator*.]

Berge briefly discusses learning interactions: interaction with content and interpersonal interaction. The thrust of the article is to identify and “arbitrarily” categorize the roles and functions of successful online teaching. His four areas are pedagogical, social, managerial, and technical, and he provides brief descriptions of the criteria for each area. Because of the author’s emphasis on the primacy of “well-designed learning goals and objectives” (para. 1), this reading would be equally valuable for the Instructional Design (OMDE 607) course. It will serve as a reference for the final project and for future work in the field of distance education.

Bilston, B. (1996). Supporting older learners in open and distance learning. In R. Mills & A. Tait (Eds). *Supporting the learner in open and distance learning*. (pp. 165-176). London, UK: Pitman Publishing. (0624)

Bilston identifies older learners as those over 60. The needs she identifies are similar to those of all nontraditional students – insecurity, lack of preparation, test / memorization anxiety, financial concerns, other responsibilities, and poor study skills – with two interesting additions – they study for personal pleasure, and they ask for less “specialist support.”

Bloome, A. (July/August 2001). *Big Blue's coming to town: Zimbabwe's mobile computer lab*. Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

The author tells the story of a mobile computing lab that travels to remote areas of Zimbabwe. “Big Blue” is an excellent example of international, interagency, and local cooperation: the initial funding came from a World Bank initiative, World Links; the Zimbabwe Ministry of Education and the local schools underwrite the van's operating costs; and the Ministry of Education hires the driver and local teaching staff. “Big Yellow” was expected to join the program by the end of 2001.

Bloome, A. (November/December 2000). *Zimbabwe: The Bindura Internet Learning Center: Modest in size, but mighty in impact*. Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

Bloome reports on another of World Links' initiatives within Zimbabwe. The center is one of thirteen school- and community-oriented centers opened in 1999, and is an excellent example of a successful collaborative effort involving international, national, and local organizations and individuals.

Boettcher, J. (1999) Development Time, Costs and Instructional Design of a Web Course. Corporation for Research and Educational Networking (CREN). (0607)

Boettcher, J. (1999) How Much Does It Cost to Develop a Distance Learning Course? It All Depends.... Corporation for Research and Educational Networking (CREN). (0607)

Bolton, N., Unwin, L., & Stephens, K. (1998). The use of libraries by postgraduate distance learning students: Whose responsibility? *Open Learning*, 13(1), 3-8. (0624)

“In the paper, [the authors] highlight the confusion and inconsistency surrounding the provision of library services for postgraduate distance learning students. They ask whose responsibility it is to take care of the library needs ... since there is no consensus about the answer to this question and there is evidence that a lack of consensus leads to considerable frustration among students.

Such students may live considerable distances from the universities at which they are registered and what access they have to adequate further reading can vary considerably” (p. 3).

Bosch, A. (March/April 2001). *Interactive radio instruction for mathematics: Applications and adaptations from around the world*. Retrieved March 2, 2002, from the World Wide Web: http://www.techknowlogia.org/TKL_active_pages2/CurrentArticles/main.asp?IssueNumber=2&FileType=PDF&ArticleID=40

This article is an extensive excerpt from Bosch’s World Bank Technology Notes report dated 1997. Many of the graphs from that report are reprinted in this article. One useful addition is a table that identifies four original interactive radio instruction (IRI) series and links them to subsequent series in other countries. She evaluates the overall concept of IRI including its effectiveness, the economics and cost of IRI, and its adaptability. A key component of IRI is the involvement of the local community in the design of the programs, which insures local relevance and ownership of the program. While acknowledging that the adaptation adds costs, she also states the underlying concepts transfer between countries.

Bosch, A. (1997). *Interactive radio instruction: Twenty-three years of improving educational quality*. Retrieved March 11, 2002, from the World Wide Web: <http://www1.worldbank.org/education/pub.asp#e6> - select “Education Technology,” then select report title

This World Bank Technology Note is the complete report of Bosch’s findings. In it, she provides an overview of IRI, including commonalities across the various projects, and explores what makes IRI a useful, sustainable technology for developing countries. The first Appendix identifies IRI projects, the subject(s) taught, and their current status. The second Appendix contains three figures, “Comparisons of Mean Post-test Scores,” “Urban/Rural Differentials,” and “Total Achievement by Gender” that summarize findings from several of the studies Bosch uses in this note.

Bowser, D., & Race, K. (1991). Orientation for distance education students: What is its worth? *Distance Education*, 12(1), 109-122. (0624)

The authors review the results from a voluntary survey completed by students who attended a new student orientation session. The importance of the survey is that the institution’s students were given an opportunity to express their level of satisfaction with the session and to offer suggestions for improvement. In general, the results supported the institution’s selected support services, although those results may have been impacted by the predominance of survey completers who are new to distance learning. In addition, it’s unfortunate that the option “other” in the list of orientation activities did not provide for a specific response. The authors attempt to draw conclusions by linking the “other” comments with prior specific responses.

Bradley, J. (2001). *Distance education for refugees: The IEC experience*. Paper for the NOG Education Forum, July 18, 2001. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/de_for_refugees.pdf

The author presents an overview of possibilities for distance education / open learning for refugees. While not recommending distance education for basic education provided to young children, Bradley does see it as the way to train or further qualify the teachers within a refugee camp. Bradley does view distance education as a way to address the generally unmet need for secondary, higher, adult, and continuing education. Within the discussion are the issues of how to provide it (develop or buy-in) and the identification of several successful distance education / open learning initiatives for refugees. The classification system from *Refugee education: The case for international action* is included.

Brigham, D. (2001). Converting student support services to online delivery. *International Review of Research in Open and Distance Learning* 1(2), 1-16. (0624)

Brigham presents a review of Regents College's experiences and outcomes from their conversion to online student support services. The information is clear, presented in a logical format, and has much information to guide other institutions considering a comparable move.

Brindley, J. E. (1995). Learner services: Theory and practice. *Distansutbildning i itveckling, Rapport, 11*, 23-34. Umea, Sweden: University of Umea. (0624)

The author reviews theory and discusses the context of learner support services in open and distance learning (ODL). She presents the rationale behind building and using a theoretical framework, and the strategies and issues in building an intervention model. Two figures are included, one that illustrates the relationship between theory and practice within a given setting, and one that shows a framework of learner services with delivery modes (developed for Athabasca University). The second figure could be expanded to include definitions, priorities, staff roles, and level of required staff training. The article has a good balance between the theory of why services are important and the need for grounding decisions in an institution's unique context, supported by replicable evaluation data.

Brindley, J. E. (1995). Learners and learner services: the key to the future in distance education. In J. M. Roberts & E. M. Keough (Eds.). *Why the information highway: Lessons from open and distance learning* (pp. 102-125). Toronto: Trifolium Books Inc. (0624)

The author's emphasis on institutional context of learner services is important. The chapter is divided into four sections that would assist the institution's decision makers evaluate the particular needs of its students, determine how to link services and needs, analyze how distance education is evolving, and understand the importance of learner services within the institution's strategic plan. It is an informed piece with an extensive list of resources.

Brindley, J. E. (1995). Measuring quality in learner services: Building towards the future. In D. Sewart (Ed.), *17th World Conference for Distance Education: One World Many Voices: Quality in Open and Distance Learning, Vol. 2* (pp. 49-52). Milton Keynes, UK: International Council for Distance Education and The Open University. (0624)

Brindley begins her paper with a review of the history of learner services in ODL. Her paper is a good statement of the rationale for continuous formative evaluation of programs and services.

One cannot justify implementation or continuation of a program or a service if one cannot demonstrate its benefits. Learner services are context based, although there is existing research on student behavior and interventions. She presents a list of questions and explanatory rationale that can guide an institution's formation of an evaluation process.

Brindley, J. E., & Fage, J. (1991). Counseling in open learning: Two institutions face the future. *Open Learning*, 7(3), 12-19. (0624)

Brindley and Fage provide a very balanced review of two leading open and distance learning universities, Athabasca University and the UK Open University, their approaches to student counseling services, and their different perspectives on the importance of those services. The authors call for research focused on identifying an institution's learners, what those learners' needs are, and how the support might best be provided. Of particular concern are the changing demographics of tertiary students, their needs for greater amounts and kinds of services, and institutional budgetary constraints that demand efficiency of provision.

Buckley, S. (n.d.). *IMFUNDO Project: Community radio – The new tree of speech*. Retrieved March 15, 2002, from the World Wide Web:
<http://imfundo.digitalbrain.com/imfundo/web/tech/kb19/?verb=view> (link updated October 17, 2002)

Buckley makes a strong case for using radio for education and social development. Radio has two particular advantages, that of respecting cultural preferences for “spoken word and face to face communication” (para. 4) and providing learning options for people who are not literate. Cultural aspects are particularly important for Buckley, and he discusses how information retrieved from the Internet for broadcast can be translated into the vernacular and interpreted into a local context. He also places great emphasis on the need for community radio within a “communicative democracy.”

Butcher, N. (2000). *Distance education in developing countries*. Retrieved March 15, 2002, from the World Wide Web: <http://www.imfundo.org/papers/imfundop.doc>

Butcher first draws a conceptual distinction between distance education and resource-based learning. He then examines the motives underlying the decision to use distance education. Butcher examines lessons learned as a way of providing general guidelines for effective use of distance education. The author speaks with authority and as from extensive personal experience and thoughtful evaluation of that experience. There are no references provided.

Calder, J. (1994). Student recruitment and support services. In J. Calder (Ed.) *Programme evaluation and quality: A Comprehensive guide to setting up an evaluation system* (00. 101-108). London, UK: Kogan Page. (0624)

Calder's discussion of these two important areas of service to students is good as far as it goes. It's presented as a list (in paragraph format) of considerations for each of several areas: pre-registration, information and marketing, recruitment and selection, and teaching and support systems. The last ends abruptly and leaves the sense that pages are missing. The fact that the

chapter is from 1994 may explain the incomplete exploration of each of the topic areas. For someone who is just beginning to explore these issues, the chapter may provide sufficient focus to form further questions and guide research for more in-depth resources.

Carnoy, M. (1999). *Globalization and educational reform: what planners need to know*. UNESCO. Retrieved September 21, 2001, from the World Wide Web: <http://unesdoc.unesco.org/images/0012/001202/120274f.pdf>

Castells, M. (2000, 2nd edition). *The information age: economy, society and culture: Volume 1: The rise of the network society*. (pages 1-27). Oxford, UK, and Malden, MA: Blackwell Publishers.

Castells, a transformationalist, introduces the basis for his theory of globalization. He traces technological history, and discusses the differences between statism and capitalism.

Cavenagh, T., & Lingham, B. (1994). Library services for external postgraduates and overseas students. *Distance Education*, 15(1), 112-127.

The authors address the need for, use of, and problems associated with providing library services for student studying at a distance. Their study includes three categories of students – higher degree, research; higher degree, coursework; and other than higher degree, postgraduate – and looks at individual degrees and courses to determine usage patterns. They cover several specific areas of providing the service separated by students within Australia and students overseas.

Cawthera, A. (n.d.). *Computers in secondary schools in developing countries: Costs and other issues*. Retrieved March 15, 2002, from the World Wide Web: http://www.imfundo.org/papers/COMPUT~1.DOC%20GH_1.pdf

Cawthera responded to Perraton and Creed's statement that little data exists regarding costs of computers in schools in developing countries. His approach was to identify five main categories, then to obtain actual data from individual schools, telecentres, and training providers in Zimbabwe and South Africa in August 2000. He raises a valid point: computer facilities in schools are underutilized, yet there are no studies of why or proposals of how to overcome. He reviews the arguments in favor of using computers, then examines the costs through three different levels of provision. He includes extensive tables of costs and informative "side bars" that raise future issues or present examples of what is being done.

Chiappe, C. (July/August 2001). *Francisco el matemático*. Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

A review of a TV miniseries designed to teach values to schoolchildren. The author refers to two kinds of problems, "closed problems," or how to use the skills of scientific approach and research to solve problems for which the answer is known, and "open problems," the kind of problems without clear-cut parameters and for which the answer is not known. "The objective was not to present models of behavior but rather to present ways of dealing with those issues" (p. 46). The project builds a bridge between school and the media, which combines the educational

message in a format of drama and conflict. The findings were that students and teachers had a means to discuss moral dilemmas in a non-personal manner. Teachers also reported that the format enabled them to get to know their students better and that the issues were discussed in a “climate of respect and freedom.”

Commonwealth of Learning. (n.d.) *Expanding learning horizons: Summary report 1998-2000*. Retrieved March 2, 2002, from the World Wide Web: <http://www.col.org/Summary98-00/SumRpt98-00.pdf>

This Commonwealth of Learning (COL) summary report provides information on the progress made on several COL initiatives during the years 1997-2000. The COL’s strength is its ability to work collaboratively across national boundaries with governments, institutions, funding agencies, and individuals with the common goal of “Education for All.” The COL’s programs include basic, vocational, and non-formal schooling; using information and communications technologies; gender and development issues; training and creating opportunities for youth; adapting learning materials and resources; providing information and support; and advocating the use of distance and open learning. The COL’s Mission Statement includes a useful distinction: “open, distance and technology-mediated learning strategies” (p. 1), a recognition that technology-mediation is a learning strategy that is used in conventional as well as open and distance learning formats.

Consultation with Women’s Groups in the Asia Pacific Region on WAA2015. (2001). Retrieved October 20, 2002, from the World Wide Web: <http://222.worldsummit2002.org/texts/waaAsia2.doc>

Copyright Law of the United States, United States Copyright Office Circular 92. (2000). Retrieved from the World Wide Web: <http://www.loc.gov/copyright/title17> (0614)

Croft, M. (1991). Report on round table on student support services (pp. 1-56). Vancouver, Canada: The Commonwealth of Learning. (0624)

The issues considered at the round table are focused on adult learners. Participants were asked to submit a short paper detailing particular expertise; extracts are a part of the report. The discussion is centered around several areas identified by the COL: organizing student support with minimal resources; the use of decentralized models; student support in science, technology and vocational programmes; the use of telecommunications technologies for support; student support in teacher training programmes; the special needs of women; providing support for staff training. The paper is formatted as questions and discussion points that would lead to the formulation of an answer. Croft emphasizes that there is no one answer, and her discussion points include the need to consider such things as cultural preferences, geography constraints, gender, and amount of infrastructure.

Crul, M. (2001). The accessibility of education for migrants' children of the second generation in the Netherlands. Retrieved October 20, 2002, from the World Wide Web:
http://www.international.metropolis.net/events/rotterdam/papers/19_crul.htm

Crul studies the educational attainment patterns of second generation children among the Turks, the Surinamese, the Moroccans and the Antilleans in comparison with that of the native Dutch population. He identifies the difficulties of second language learning, concentration of migrant families, and the transition from primary to secondary schools (the point at which low-performing children are sent to a school for vocational training). He also compares the educational attainment of the parents, their traditional cultures, and their understanding of the Dutch school system as factors in the high drop out rates in some of the groups.

Curran, C. (1989). Resource factors: recurrent costs. In UNESCO and International Council for Distance Education, *Developments in distance education in Asia: An analysis of five case studies*, pp. 37-39. (third selection from the chapter). Retrieved March 29, 2002, from the World Wide Web: <http://wbweb4.worldbank.org/DistEd/Management/Benefits/dev-02.html>

Danahar, P. (2000). Mapping international diversity in researching traveler and nomadic education. *International Journal of Educational Research*, 33(3).

Daniel, J.S. (1999). A look to the future. *FID Review*, 1(2/3), 11-12. (0602)

Daniel, J.S. (1998). *Mega-universities and knowledge media: Technology strategies for higher education*. London, UK: Kogan Page Limited. (0602)

Daniel, J.S. (1993). A duty for distance education in the 1990's. In K. Harry, M. John, & D. Keegan (Eds.), *Distance education: New perspectives*. London: Routledge.

Daniel, J.S., & Snowden, B.L. (1981). The management of small open universities. In M. Prentz, & M. Neil (Eds.), *Education of adults at a distance*. London: Kogan Page. (0602)

Daniel, T. C., & Terry, K. W. (1995). *Multiage classrooms by design: Beyond the one-room school*. Thousand Oaks, CA: Corwin Press, Inc.

The authors "share their personal expertise, research findings, the results of interviews with practitioners in multiage classrooms, and the valuable information they acquired as Kentucky

implemented this concept” (p. vii). The book is well organized and material is presented clearly and in an easy-to-read-and-understand format. Chapter 5, “The Multiage Classroom: Questions and Comments” is particularly valuable because answers to four questions are provided. The respondents are teachers, administrators, the public, and parents. It’s obvious that multiage is not a “perfect” solution, but it is a workable alternative *if* all stakeholders are informed and involved.

De Moura Castro, C. Wolff, L. & García, N. (September/October 1999). *Bringing education by television to rural areas: Mexico’s Telesecundaria*. Retrieved March 2, 2002, from the World Wide Web:
http://www.techknowlogia.org/TKL_active_pages2/CurrentArticles/main.asp?IssueNumber=1&FileType=PDF&ArticleID=6

This article describes what Telesecundaria is, how it works, what it costs, and why it is successful. The authors make a valid cost comparison between the actual costs of Telesecundaria and the estimated costs were general secondary schools comparable to the urban model provided to rural students. The efficiency indicators for Telesecundaria are higher than for either general secondary school or technical schools, an indicator of the level of community involvement in them and their programmatic relevance. Preliminary assessment indices are that Telesecundaria value added is higher than that of the general schools. Success is attributed to the facts that the schools were created as Telesecundaria, not converted from another model and that the teachers are specially recruited and trained. Problems include the lack of equipment and materials and the rigidity of the format.

De Moura Castro, C. (November/December 1999). *Brazil’s Telecurso 2000: The flexible solution for secondary school equivalency*. Retrieved March 2, 2002, from the World Wide Web:
http://www.techknowlogia.org/TKL_active_pages2/CurrentArticles/main.asp?IssueNumber=2&FileType=PDF&ArticleID=40

This article describes Telecurso's history, content, approach, users, economics and effectiveness. Telecurso 2000’s audience is not well defined and, apparently, there is little hard data by which to measure its effectiveness. Its purpose is to provide an alternative means of preparing for Brazil’s open examinations, at which people demonstrate their competence in primary, secondary, or vocational knowledge. Telecurso 2000’s costs are high, yet the size of the audience makes the per-student cost almost negligible.

Denning, P. (1999) Teaching as a Social Process. *Educom Review*, May/June.

Diaz, D.P., & Cartnal, R. B. (1999). Students’ learning styles in two classes: Online distance learning and equivalent on-campus. *College Teaching*, 47(4), 130-135. (0624)

The authors advocate incorporation of learning styles preferences into “class preparation, designing class delivery methods, choosing appropriate technologies, and developing sensitivity to differing student learning preferences within the distance education environment” (para. 4). Their study did reveal trait differences between online and on-campus students regarding their

level of independence and their motivators. While the recommendation that faculty consider learning style preferences of their students, presumably by administering a learning style indicator as a part of their preparation, may be worth considering, the logistics of doing so is not explored.

Ding, X. (). *A comparative study of distance education systems in Australia and China*. Hagen, DR: ZIFF/FernUniversitaet. (0602)

Dirr, P. (1999). *Putting principles into practice: Promoting effective support services for students in distance learning programs. A report on the findings of a survey*. Retrieved July 2001 from the Western Interstate Commission for Higher Education Web site: <http://www.wiche.edu.Telecom/Projects/studentservices/index.htm> (0624)

Dirr reports on a one-time snapshot of institutions of higher education (IHE) provision of student support services for distance education students. The intent was to help IHE's "improve the availability and quality of support services they provide to students enrolled in distance education programs and courses" (p. 1) through the identification of institutions with exemplary practices. What they found was that institutions had only begun to address the need for provision of services to distance learners. While the overall concept was good, the data underlying the report is from 1997, and much has changed in the intervening four years. If the same group were surveyed, a comparative report to measure progress might help refine the discussions on what is still needed and what could be done better.

Downes, S. (2001). Learning objects: Resources for distance education worldwide. Retrieved September 29, 2001, from the World Wide Web: <http://www.irrodl.org/cpntent/v2.1/downes.html> (0607)

DPDE. (n.d.). *Situation report on nomadic education*. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/nomadic_conf.html

This report appears to be a summation of the report published by the Government of the Federal Republic of Nigeria (1999).

Dyer, C. (2002). *Backward mapping: Taking policy implementation forward?* Retrieved October 17, 2002, from the World Wide Web: <http://www.id21.org/education/E3cd1gl.html>

Dyer provides a brief summary of her research in this area. She provides a rationale for starting at the local level, understanding the resources and needs, then working up the hierarchy before developing programs.

Dyer, C. (2000). *Nomads: Excluded from inclusion*. Retrieved October 17, 2002, from the World Wide Web: <http://www.eenet.org.uk/newsletters/news4/p4.shtml>

Dyer presents a brief summation of the problems facing the nomadic Rabaris of Kachch in Western India. One problem for the Rabaris is that they are not a “scheduled tribe,” which means they are not entitled to support for developmental activities.

Eastmond, J.N. (2000). Second-hand equipment and social responsibility. *Educational Technology Research and Development*, 48(4), 109-110. (0603)

The Economist (September 28, 2002). Emigration: outward bound. Retrieved on September 29, 2002 from http://economist.com/printedition/displayStory.cfm?Story_ID=1352810

Edirisingha, P. (1999). *Reaching the unreached through distance education: Costs, outcomes and sustainability*. IRFOL. Retrieved April 2, 2002, from the World Wide Web: <http://www.col.org/irfol/chinarpt.doc> (0625)

Enlaces America. (2001). Promoting migrant human rights: Follow-up to the projects of the Regional Network of Civil Organizations for Migration (RNCOM): Meeting report. Retrieved October 20, 2002, from the World Wide Web: http://www.enlacesamerica.org/news/newsarchives%20pdf%20files/rncom_guate_nov01.pdf

Interesting perspective on post-September 11 migrant issues in North and Central America. The report indicates increased violations of migrant human rights. A major area of discussion was a document called the “Regional Guidelines for the Protection of Migrant Human Rights in Situations of Interception, Detention, Deportation and Reception” (p. 3), a document to “consist of a series of principles compiled according to four different situations experienced by migrants in the region and that they emphasize basic rights within these situations. In fact, in the detention section health, education and labor rights are included” (p. 5).

Evans, T. (1994). Endframes: Uncovering the diversities of learners’ contexts. (Chapter 9, pp. 122-133). In T. Evans (Ed.), *Understanding learners in open and distance education*. London, UK: Kogan Page. (0624)

Evans writes about the importance of knowing one’s students and the very real “student void” faced by open and distance educators. “This is a major problem when distance educators from the ‘developed’ world work on creating or updating courses for ‘developing’ world contexts” (para. 3). Evans stresses “understanding learners as a diverse, heterogeneous and changing body of people” (para. 5). The ending paragraph talks about the importance of the student voice, of educators listening and understanding what is being said, and of learners realizing the importance of their voice and stories being heard.

Ezeomah, C. (n.d.). Effective approaches to providing educational opportunities to nomads, pastoralists and migrant fisherfolk. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/nomadic_conf.html

Ezeomah, C. (2002). *Social, economic and political activities of nomads and Educational policy implementation for nomads: A tentative research report presented at the International Conference on 16-19 January 2002*. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/profe_zeomah.pdf

The author places emphasis on meeting the timetable of the nomads rather than vice versa. The author cites mobile health clinics in Kenya as a way of demonstrating to nomads that they are important and viable. Ezeomah states that some teachers are more attuned to the needs of the parents and accordingly vary the times of the schools. [Are these teachers from the nomadic people?] Ezeomah also discusses the differences between the national and the nomadic curricula: primarily that of the illustrations used. The reasons teachers don't use the nomadic curriculum are the lack of textbooks, nomadic curriculum may not be supplied, or lack of knowledge that it exists. It appears that the parents are more supportive of the schools that use the nomadic curriculum. "To teach children material that are drawn from foreign/different culture is to tell the children that their culture has nothing, the school can use. This will bring about failure in school" (p. 10). Ezeomah states that the intent of education is not assimilation but, rather, integration of nomadic culture into the national culture (p. 10). The author draws an interesting conclusion: "The ability of nomads to be self-employed in the animal husbandry sector must continue to be encouraged through their education. In this way they will not present any employment problem to government" (p. 15).

Fletcher, M. (1999). *Migrant settlement: A review of the literature and its relevance to New Zealand*. Retrieved October 20, 2002, from the World Wide Web: www.lmpg.govt.nz/publications/op1999-3.pdf

Fletcher provides an in-depth review of the issues surrounding migrant settlement. He points to the changes in migrant settlement – from assimilation to multiculturalism and the blurring of time frame distinctions. Receiving countries must ensure migrants and their families attain quick and efficient settlement. He also compares the settlement policies and services of four other major migrant-receiving countries - Australia, Canada, the United States, and Israel - with those of New Zealand.

Forster, A., & Hewson, L. (1998). Universities learning: The lure of the net. In C. Latchem & F. Lockwood (Eds.), *Staff development in open and flexible learning* (pp. 221-231). London, UK: Routledge. (0624)

The authors propose a participatory strategy of staff development that has measurable levels of Internet competence. The intent is to build enthusiasm among staff members to achieve ever-higher levels of competence; but, for me, the text was too full of techno-jargon. Their focus on universities as 'learning organizations' and on building knowledge communities addresses two

weak areas in the university structure. The identified skills and competencies for building knowledge communities are well chosen and explained.

Freire, P. (2000). *Pedagogy of the oppressed*. 30th anniversary edition. New York: The Continuum International Publishing Group Inc.

Originally published in 1970, Freire discusses the need for one's active participation in one's education. He refers to the "banking concept" of education, in which the oppressors (teachers, those in power) deposit the knowledge they deem necessary into the oppressed (students, those controlled). He identifies *conscientização*, "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (p. 35) as an important component of those oppressed gaining their freedom.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. 10th anniversary edition. New York: Basic Books.

Gardner writes a comprehensive review of intelligence theories, then details his research into the concept of multiple intelligences. In his introduction, he states, "I wanted to broaden conceptions of intelligence to include not only the results of paper-and-pencil tests but also knowledge of the human brain and sensitivity to the diversity of human cultures" (p. ix). Intelligences: Linguistic, Musical, Logical-Mathematical, Spatial, and Bodily-Kinesthetic.

Garland, M. R. (1995). Helping students achieve epistemological autonomy. In D. Sewart (Ed.), *17th World Conference for Distance Education: Vol. 2. One world many voices: Quality in open and distance learning* (pp. 77-80). Milton Keynes, UK: International Council for Distance Education and The Open University. (0624)

Garland's paper is a very good condensed review of cognitive learning approaches. Her premises are that there are several reasons why learners drop out, and instructional design must emphasize cognitive learning approaches rather than behaviorism. She provides detailed guidelines for applying cognitive approaches with references to the work of others. Garland identifies the challenge for distance educators as the incorporation of concepts such as constructivism, situation, cognition, and problem based learning.

Garrison, D. (1993). A cognitive constructionist view of distance education: An analysis of teaching-learning assumptions. *Distance Education*, 14(2), 199-211. (0607)

Gasaway, L. N. (Ed.) (1997). *Growing pains: Adapting copyright for libraries, education, and society*. Littleton, CO: Fred B. Rothman & Co.

A thorough review of copyright issues, as they stood at the time of publication. The text must be supplemented with current readings, particularly as they relate to distance education issues.

Glennie, J. (1996). Towards learner-centered distance education in the changing South African context. In R. Mills and A. Tait (Eds.), *Supporting the learner in open and distance learning* (pp. 19-33). London, UK: Pitman Publishing. (0624)

Glennie writes about the South African 1995 white paper on education – what it guarantees, what it envisions, and what it acknowledges as structural deficiencies. The white paper acknowledges open and distance learning as ways of meeting the needs for education, particularly for teacher education, further education, adult basic education, and resource-based learning at schools. It sees those methods as adopted by a wide range of institutions. She then discusses in detail the findings of a “recent international commission into distance education” (para. 19). The numbers for increased access are impressive; 10 per cent completion rates for African students are not. “The prospective learners are likely to lack many essential learning skills, and, in general, are underprepared” (para. 24). Glennie comments on the need for “multi-faceted learning environments sensitive to the particular needs of the students” (para. 25). “A key aspect of learner-centredness is the promotion of independent and critical learning skills. In South Africa, across almost the entire primary and secondary education systems and some sections of the tertiary system, the exact opposite, rote learning, is the norm” (para. 31). Glennie then shifts focus to the role of The South African Institute for Distance Education (SAIDE) that is working “to developing distance education within a framework of open learning” (para. 34). She lists seven “key principles around which the concept of open learning is built” (para. 34). Community learning centers are identified as a key component of building quality distance education in South Africa. She also highlights the current state of the institutions throughout South Africa. She acknowledges there is much to be done. It’s a good study, and it’s one that should be updated regarding the progress in the intervening years.

Goldstein, E.B. (1998). *Sensation and perception*. 5th ed. Pacific Grove, CA: Brooks/Cole Publishing Company. (0605)

Government of the Federal Republic of Nigeria. (1999). *Ensuring access and equity in basic education for nomads in Nigeria*. A presentation to the Association for the Development of Education in Africa (ADEA). Retrieved October 2, 2002, from the World Wide Web:

The government presents an in-depth report of the situation of basic education in Nigeria in general, with emphasis on the particular situation for nomads. Nomads represent approximately 8% of Nigeria’s population (9.3 million of 110 million), with a literacy rate of from 0.2% to 2%. The Nigerian government is committed enough to meet universal primary education that it established the National Commission for Nomadic Education (NCNE) in 1989. The report is divided into the following major issues: (i) accomplishments / breakthroughs, (ii) evidence of achievement of accomplishments / breakthroughs, (iii) strategies that facilitated accomplishments / breakthroughs as well as set-backs and problems, (iv) lessons learned and implications for other African countries, and (v) challenges / problems of program implementation. Emphasized is the importance of local involvement, and that involvement is evidenced by the establishment of 170 community schools that “are better managed and funded

than the government-owned schools” (p. 9). “It is worthy of note that the Nomadic Education Programme is the only educational program that has University-based centres set up by law to facilitate program implementation” (p. 10). The government has also funded in-depth studies of nomadic groups in three separate regions as a basis for the development of the nomadic curriculum, followed by evaluative studies of the “utilization of the curriculum and instructional inputs as well as the output and the quality of delivery in the nomadic primary schools nationwide” (p. 11). The NCNE has created linkages with other entities that have enabled new program development and specialized training initiatives. The sections of the report on “problems” and “insurmountable challenges” are apparently quite honest in their reporting.

Granger, D., & Benke, M. (1998). Supporting learners at a distance from inquiry through completion. In C. C. Gibson (Ed.), *Distance learners in higher education*, (pp. 127-137). Madison, WI: Atwood Publishing. (0624)

The authors provide very good advice on how to “Know your learners.” Their point that every activity is a marketing opportunity is well made. They stress the importance of viewing student support services as a process and to view that process from the perspective of the institution’s students. The chapter also covers preparing learners to be successful, learner supports to build in to the program, and how to engage faculty in learner support. This article has relevance for instructional design as well.

Gunawardena, C., & Zittle, R. (1998). Faculty development programmes in distance education in American higher education. In C. Latchem & F. Lockwood (Eds.), *Staff development in open and flexible learning* (pp. 105-114). London, UK: Routledge (0624)

EPCC on page 1!!! The authors present an informative review of 11 North American dual-mode institutions and their approach to faculty development. Many of the surveyed institutions use an appropriate form of distance delivery to conduct the development program. It was interesting that two local “competitors” are highlighted as exemplars of good practice.

Gural, J. (Aug 2001). *New technologies and education in developing countries: assessing the application of multimedia to improve education in rural Niger and Burkina Faso*. IICD Research Report No. 8, August 2001. Retrieved from <http://www.ftpiicd.org/files/research/reports/report6.pdf>

Habte, A. (1999). The future of international aid to education: A personal reflection. In King, K., & Buchert, L. (Eds.), *Changing international aid to education: Global patterns and national activities*. Paris: UNESCO.

Harasim, L., Hiltz, S. R., Teles, L., & Turoff, M. (1997). *Learning networks: A field guide to teaching and learning online*. Cambridge, MA, & London: The MIT Press.

The authors provide a review of the topic, an in-depth guide to the design and implementation, and look at CMC technologies for educational purposes.

Harrison, T.M., & Stephen, T. (1996). *Computer networking and scholarly communication in the twenty-first century*. Albany, NY: State University of New York Press (Parts I, II, IV, and VI). (0605)

Haughey, M., & Anderson, T. (1998). *Networked learning: The pedagogy of the Internet*. Montreal, QC: Chenelière/McGraw Hill. (0603)

Hawkrige, D. (n.d.). *IMFUNDO Project: Comparing educational media*. Retrieved March 15, 2002, from the World Wide Web:
<http://imfundo.digitalbrain.com/imfundo/web/plan/kb9/?verb=view> (link updated October 17, 2002)

Hawkrige presents a concise summary of several media choices and their potential use in improving the availability of basic education in Sub-Saharan Africa. He comments on the lack of appropriate cost data for media use in developing countries, citing Rumble's (1997, 1998) criticisms of "the quality of policy advice given to politicians and educational planners" ("p. 5"). It's a sobering contrast between possibilities and realities.

Hayes, D.L. (n.d.). *Principles of copyright ownership with application to software*. Retrieved October 4, 2002, from the World Wide Web:
http://www.fenwick.com/html/copyright_ownership.htm (0614)

Heeger, G.A. (2001). *Concerning the Technology, Education and Copyright Harmonization Act of 2001*. Retrieved November 12, 2001, from the World Wide Web:
<http://www.umuc.edu/president/testimony031301.shtml> (0614)

Heeks, R. (1998, October). *The uneven profile of Indian software exports*. Institute for Development Policy and Management, University of Manchester. Retrieved October, 27, 2002, from the World Wide Web: http://idpm.man.ac.uk/wp/di/di_wp03.pdf

Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global transformations: Politics, economics and culture*. (pages 1-32). Stanford, CA: Stanford University Press.

The preface introduces the authors' framework – the development of a “cogent theory of globalization [and] a systematic analysis of its primary features” (p. 1) and is an extensive discussion of the three schools of thoughts: hyperglobalizers, skeptics, and transformationalists. They also present graphical depictions of the shape of globalization and a typology of globalization.

Hilton, E. (2000). *What is the challenge of education for all?* Retrieved March 15, 2002, from the World Wide Web: <http://www.imfundo.org/papers/elizal-r.doc>

The paper provides a balanced report on how well Sub-Saharan Africa and South Asia are progressing in their efforts to meet the challenge of Education for All (EFA) formalized at the 1990 World Conference in Jomtien, Thailand. Hilton uses progress information reported at Dakar for 1997. Her paper identifies weaknesses in the reported figures and the reasons for those weaknesses, yet she successfully uses those figures to talk about relative progress toward EFA. She identifies areas of concern, such as gender difference, the quantity and quality of the education available, and possible reasons for why parents may not perceive the need for their children to attend school.

Hipp, H. (1997). Women studying at a distance: What do they need to succeed? *Open Learning*, 12(2), 41-49. (0624)

Hipp's study is based on 16 women formed into four groups. Only general, overall characteristics were reported; there was no identification of the group composition. The article is from the feminist perspective, yet the two main areas identified are isolation and insecurity. Both of those issues are throughout the distance learning literature.

Holmberg, B. (1995). *The evolution of the character and practice of distance education*. *Open Learning* (pp. 47-53). (0601)

Holmberg, B. (1994). *Open universities: Their rationale, characteristics and prospects*. Hagen, DR: Zentrales Institut für Fernstudienforschung. (0602)

Hummon, G., & Laemmerzahl, I. (Eds.). (1993, Fall). *IEQ in Guatemala*. The Quality Link. Retrieved April 30, 2002, from the World Wide Web: <http://www.pitt.edu/~ginie/ieq/pdf/link1.pdf>

The article is a report on a USAID-funded grant under the Basic Education Strengthening (BEST) Project. “IEQ is assisting in the study of the multigrade school methodologies presently being developed as part of the reform effort. These methodologies are adapting the “escuela nueva” model of Colombia to the needs of Guatemala through pilot programs in both indigenous and non-indigenous regions. The program, called “nueva escuela unitaria” (NEU), will eventually be expanded to all of the more than 3000 one-room schools in Guatemala. Key

elements of the NEU program include cooperative learning, individualized instruction, instructional and ancillary materials, and participation in student government. It is hoped that the methodology will have wider applications in assisting all Guatemalan teachers to work with the common situation of multiple grades in a single classroom” (p. 3).

Hunter, R. (1999, Fall). A systems and behavioral view of organizations. *The Business, Education and Technology Journal*, 1(1). (0602)

Iganus, R. (2002). *Sexual and reproductive health among young in Nigeria: Implication for nomadic education*. Paper presented at the Nomadic Education Conference, January 18-18, 2002. Retrieved October 2, 2002, from the World Wide Web:
http://www.iec.ac.uk/resources/ruth_iganus.pdf

Interesting article. The references are not particularly current, with no indication of whether the most recent information is being used or if that is all that was available to the author. The author addresses the significance of not understanding health issues, such as HIV/AIDS and other sexually-transmitted diseases / infections, within a traditional culture, such as the nomads. At times, it is difficult to separate the discussion specific to nomads from the discussion citing world statistics. The author’s recommendations, “At this point, it is necessary for Nomadic Education Centre to develop sexuality education curriculum that can fit the culture of the nomads. Not only that, they must ensure that sexuality education is taught in all Nomadic School for the future benefits of their children and the entire Fulani community” (p. 6) and “Sexuality education is also necessary for the adult nomads, and to ensure its success, all community and religious leaders must be involved right from the planning stage” (p. 6), with the additional recommendation for “clubs and associations” rather than trying to get adults back into classrooms (p. 6).

Imhoof, M., & Christensen, P. R. (Eds.). (1986). *Teaching English by radio: Interactive radio in Kenya*. Washington, D.C.: Academy for Educational Development, Inc.

The book is a detailed report on the development of an interactive radio (IRI) program for teaching English in Kenya. The project was built on the earlier radio mathematics project in Nicaragua, with pedagogical adaptations to meet the needs of Kenyan learners and the subject matter. The project received considerable financial support from Kenya as well as external funding. The project team included Kenyan and American educational experts.

Inquai, S. (1993). Refugees and distance education. In K. Harry, M. John, & D. Keegan (Eds.), *Distance education: New perspectives*. London and New York: Routledge.

The author recommends distance education for refugee (and, by reference to the Palestinians, stateless people) populations for secondary education and teacher training. He indicates that primary education is usually provided. What is missing in the camps are qualified teachers, adequate physical facilities, and teaching-learning resources. Distance education precludes the need for school buildings, increases the number who can learn, and shortens the process of

teacher training. In his conclusion, he cites the lack of a study of cost effectiveness of distance education among refugees and identifies the future direction of distance education for refugees as unresolved.

International Rescue Committee - <http://www.theirc.org>

Isaacs, S. (2002). *ITCs in African schools: A multi-media approach for enhancing learning and teaching*. Retrieved April 2, 2002, from the World Wide Web:
http://www.techknowlogia.org/TKL_active_pages2/CurrentArticles/main.asp?IssueNumber=15&FileType=PDF&ArticleID=363

Ismail, A. M. (Mphil). (2002). *Challenges and opportunities to nomadic education: The Sudanese / Eritreans experience*. Retrieved October 2, 2002, from the World Wide Web:

The author's paper presents similar findings to other papers reviewed regarding nomads. Only one reference is from 2000; the rest are from 1994 and earlier. It is not clear whether that is the most current research in the field or the research that was available to the author.

Jegede, O. (2001) Management of instructional design and development. In *Planning and Management in Open and Flexible Learning*, London:Kogan Page, In Press. (This is a Word97 file) (0607)

Jensen, M. (1999). *The wireless toolbox: A guide to using low-cost radio communication systems for telecommunication in developing countries – an African perspective*. International Development Research Centre (IDRC). Retrieved December 2, 2001, from the World Wide Web: <http://www.idrc.ca/acacia/studies/ir-jens.htm>

The guide is designed to provide guidance for project managers, to enable them to evaluate needs, select an appropriate system, develop a budget, and contact suppliers. The author acknowledges that such a guide will not be “completely comprehensive or up to date” (p. 2) and intends it as a starting point. The Preface/Summary highlights the important details; the rest of the guide provides greater discussion of each topic. Chapter 3 covers in detail “wireless communication systems” – the options, the benefits and weaknesses of each, and the capital costs. Chapter 4 explores “implementation issues,” and provides a good checklist of important considerations that might be overlooked when selecting a system.

Jerez T., (n.d.). *Escuela nueva in Colombia goes urban*. El Tiempo, Colombia [Online]. Retrieved May 5, 2002, from the World Wide Web:
http://www.unesco.org/education/efa/know_sharing/grassroots_stories/colombia_2.shtml

Johari, A. (2000). Ethical concerns of educational technologists in Iran. *Educational Technology Research and Development*, 48(4), 107-109. (0603)

Johnson, D.W., & Johnson, R.T. (1998). Cooperative learning returns to college: What evidence is there that it works? *Change*, 30(4), 26. (0607)

Johnson, K.A. (2000). *A report of The Heritage Center for Data Analysis: Do computers in the classroom boost academic achievement?* Retrieved December 6,2002, from the World Wide Web: _____

The American emphasis on computers in classrooms led the author to evaluate test results for 4th and 8th grade students who did and did not use computers in the classroom. Johnson “used the 1998 NAEP [National Assessment of Educational Progress] database on reading to analyze the influence of computers on academic achievement” (p. 4). The NAEP was selected because of the “assortment of background information for the students taking the exam, their main subject-area teacher, and their school administrator” (p.4). The Heritage Analysis analyzed six factors: “frequent in-class computer use by trained teachers, race and ethnicity, parents’ educational attainment, number of reading materials in the home, free or reduced-price lunch participation, and gender” (pp. 4-5). The report utilized a base case: a child who is “white, female, non-poor, parents who did not attend college, who has two out of the four possible reading materials in the home, and did not have weekly computer instruction by a teacher who is at least moderately well-prepared in using computers for reading education” (p. 7). The latter variable was not statistically significant. “In fact, if the variable were significant, it would indicate that those students who were frequently taught using computers would do slightly worse on the NAEP than those who were not” (p. 9). The author concludes that there is no justification for expending large amounts on computers and that those funds might be better spent on textbooks or other worthwhile programs.

Jonassen, D.H., & Kwon, H.I. (2001). Communication patterns in computer mediated versus face-to-face group problem solving. *Educational Technology Research and Development*, 49(1), 35-51. (0603)

Kamau, J. W., & Selepeng-Tau, O. S. (1998). The University of Botswana. In E. P. Nonyongo, & A. T. Ngengebule (Eds.), *Learner support services: Case studies of DEASA member institutions* (pp. 33-51). Pretoria, SA: University of South Africa. (0624)

The authors explore in detail the history of the university, its past and present distance education offerings, and the rationale for changing the structure of its student support services to meet the needs of an increasing student population.

Katzenbach, J.R. (1994). *Why doesn't this team work?* Harvard Business Review. (0604)

Kaushal, A. (n.d.) *Teaching nomads in the wild*. Retrieved October 2, 2002, from the World Wide Web: <http://www.literacyonline.org/products/ili/webdocs/kaushal.html>

The author writes about the Rural Litigation and Entitlement Kendra's (RLEK) adult literacy program in India. The paper is about the hardships of teachers in the program and the legal issues they face (including arrest); the general lack of understanding of the nomads' contributions to the national economy; the need for development programs to understand nomads; and the need to include nomads in program development.

Kaye, A., & Rumble, G. (n.d.). Analysing distance learning systems. In _____ (pp. 227-246). _____: _____. (0602)

Kaye, A., & Rumble, G. (1981). The student subsystem. In *Distance teaching for higher and adult education* (Part Three). London: Croom Helm. (0602)

Keegan, D. (1996). Planning Distance Systems. In *Foundations of distance education* (Chapter 9). London: Routledge. (0602)

Keegan, D. (1993). A topology of distance teaching systems. In K. Harry, M. John, & D. Keegan (Eds.), *Distance education: New perspectives*. London: Routledge. (0602)

Keegan, D. (1986). Interaction and communication. In D. Keegan (Ed.), *The foundations of distance education* (pp. 89-107). Kent, UK: Croom Helm. (0624)

“This chapter presents writers who have emphasized interaction and communication as central to any concept of distance education” (para. 1). Bääth charted the applicability of teaching models to correspondence education, yet he did not develop a theoretical framework of his own. Holmberg's work emphasizes individual learning through guided didactic conversation, which encompasses real and simulated conversation with tutors and the learning material. Daniel, from a management perspective, studies the balance between independence and interaction. He separates costs into independent and interactive activities because the chosen balance impacts the economics of the system. Sewart writes of the importance of an intermediary in complex social systems; in the case of distance education, that intermediary is the human element of the student

services providers. Smith writes of the “Australian integrated mode,” the combination of independent learning material and compulsory faculty/student/group interactions, with the instructor having full responsibility for the entire course process. Smith’s goal is that the distance students’ experience should be as comparable as possible as that of the on-campus student.

Kemp, J. Instructional Design for Distance Education. *Education at a Distance*, 14(10), United States Distance Learning Association. (0607)

King, T. J. (1995). The identification of high dropout risk distance education students by the analysis of student records data. In D. Sewart (Ed.), *17th World Conference for Distance Education: Vol. 2. One world many voices: Quality in open and distance learning* (pp. 98-101). Milton Keynes, UK: International Council for Distance Education and The Open University. (0624)

King demonstrated how much information could be identified about an institution’s learners from only the most basic data already in its databases. He identifies two key considerations: “The failure to make use of any of the data collected for educational purposes leads to a lack of commitment on the part of the staff” (p. 99) and “For an opportunity to be worthwhile it must carry with it a reasonable chance of success” (p. 100). The author acknowledges that more extensive use of the available data is needed. He recommends that the staff at the Off Campus Centre use the data to develop effective interventions for at-risk students.

Kirby, N.G., & Thompson, G. (1987). *The use of educational radio in developing countries: Lessons from the past*. Retrieved June 25, 2001, from the World Wide Web: http://cade.athabasca.ca/vol2.2/7.Nwaerendu_and_Thompson.html (0603)

Klass, G. (2000). *Plato as distance education pioneer: Status and quality threats of Internet education*. Retrieved June 8, 2001, from the World Wide Web: http://firstmonday.org/issues/issue5_7/klass/index.html (0603)

Kline, R. (2000). *A model for improving rural schools: Escuela Nueva in Colombia and Guatemala*. *Current Issues in Comparative Education* [Online], 2(2). Retrieved May 5, 2002, from the World Wide Web: <http://www.tc.colombia.edu/cice/vol02nr2/rkart1.htm>

Krätli, S. (2001). *Education provision to nomadic pastoralists: A literature review*. Retrieved October 6, 2002, from the World Wide Web: <http://nt1.ids.ac.uk/eldis/fulltext/saverio.pdf>

Krätli presents an opposing view to the other authors read (who write about the culture-specific nature of nomadic education, which is sometimes contradicted by later statements about texts that haven't been printed). "...millions of nomadic pastoral children remain outside the education system. This will continue until more effective ways are found to bridge the gap between what formal education systems now try to teach and what pastoral children need and want to know" (p. 1). He describes nomads as people who "can be very confident, articulate and entrepreneurial, have good negotiating and management skills, and show a strong sense of dignity and self-respect" (para. 11). He recommends identifying "(s)pecifically focused training and support [because it] may be more effective and much faster" (para. 13). He closes each chapter with a summary table of main points. He mentions distance education by radio in Mongolia and Australia briefly, both of which programs have a record of success. Krätli is the first I've read to raise the issue that a pastoralist background is not a guarantee that a teacher will want to stay and face the added hardships as a teacher to pastoralists. He also raises the language issue – vernacular, national, or international – and the constraints of each. He discusses "change" – how nomads are perceived as "resilient to change" and states, "Although lack of funds and human resources can be a restraint, this alone cannot explain the fact that so much emphasis is put on pastoralists' change whilst the possibility of change in the educational system is largely ignored" (p. 25). He presents a good summary of the child labor issue, particularly: "On the contrary, leaving a child without work is considered amongst the nomads as a sign of parental negligence" (p. 28, quoting SCF, 2000). Interesting perspective on the education of girls (an issue not specific to nomads nor, apparently, reflective of the level of educational attainment of parents) "Is it really a matter of making parents more sensitive to the importance of girls education (as predominately argued by proponents of formal education) or rather of making the system more sensitive to the difficulties girls and parents face in joining formal schooling, *despite* their interest in education" (p. 30). His explanations of how households make choices regarding the education of their children are informative and put a very different perspective on the matter. The second part is a review of his research in Mongolia, conducted June 24 – July 7, 2000, by speaking with 34 people, 11 of whom were in Ulaanbaatar, the capital city of Mongolia. The research focused on the key factors between 1960 and 1990 and the changes after liberalisation. Part three identifies key issues for future policy and summarizes the report and research findings.

Krauth, B., and Carbajal, J. (2000). *Guide to developing online student services*. Western Cooperative for Education Telecommunications. Retrieved July 2001 from the Western Interstate Commission for Higher Education Web site: (0624)

This is a resource worth having that is no longer available on the Web. The Guide has a logical format, conversational tone, and provides excellent, thought-provoking suggestions on what should be included on an institution's web site. WICHE states the Guide has a limited useful life, in recognition of the rapid rate of change of Internet-based technologies. Yet, the Guide could direct an institution's evaluation of its on-line student support services and help inform its decisions to enhance its offerings. The Guide is equally valuable for campus-based institutions that wish to provide on-line student services.

Lankbeck, R., & Mugler, F. (2000). *Distance learners of the South Pacific: Study strategies, learning conditions, and consequences for course design*. Retrieved June 25, 2001, from the World Wide Web: <http://cade.athabasca.ca/vol15.1/landbeck.html> (0603)

Lanyasunya, L. R., Lesolayia, M.S., Neeto, T., Kamau, P., Senbeye, M., and Lowa, L. (2001) The El-barta child and family project; Community based early child care and development programme: An integrated approach. *Working Papers in Early Childhood Development 28*. Retrieved October 6, 2002, from the World Wide Web: <http://www.bernardvanleer.org/page.asp?pid=25> - go to "Series: Working papers," select to download as Word or PDF, fill out request form, and submit

The authors report on an integrated initiative designed to facilitate the transition from traditional to modern ways of life. The program combines early childhood development, education, health, and food security. One emphasis is on the children, but the program also works with adults to ensure that what is practiced within the childcare area becomes a part of family life as well. In addition, the program seeks the maintenance of good traditional practices.

Larsen, K., & Hassan, M. (2001). *Perceptions of knowledge and coping strategies in nomadic communities: The case of the Hawawir in Northern Sudan*. Retrieved October 2, 2002, from the World Wide Web: http://www.drylands-group.org/Rep15_2001.pdf

The authors begin their report with an interesting discussion of nomads; education provision over the centuries; nomadic perceptions of formal education (not necessary in a nomadic, pastoral way of life; particularly not necessary for girls); the problems caused by governments' and settled people's lack of understanding of (or of appreciation for) nomads, their lifestyles, and their contributions to society. The authors also describe the "mobile schools" of the Sudan: "mobile schools require multi-grade, or, also, multi-purpose teachers" (p. 7). The multi-purpose aspect has added value to the teachers in the eyes of the communities they serve. The authors note a greater interest in formal education among the Hawawir (and other nomads) who are more accepting of a sedentary life style. Schools are perceived as authoritarian, unlike the nomads' values of flexibility and generosity. To a people who are dependent upon "each other in order to survive" (p. 15), rigidity, punishment, and identification of guilt are seen as destructive. The example of how more boys were sent to school in the El Butana area is interesting and may be adaptable for other uses (p. 17). The authors identify practical constraints of funding and personnel and the need for school facilities. Additional challenges are the groups may "move within the area" of "dry weather grazing areas," "changing composition of individual herding groups," and "the irregularity of their return to the same water source in successive years" (p. 18). Emphasized is the importance of meeting the "daily rhythm of the community" (p. 19). The authors recommend the model of the mobile school because (i) "formal education does not appear as a contradiction to a nomadic way of life"; (ii) they are "multi-purpose schools"; they are multi-age (p. 19). The authors do recommend "from level five the children should, given the increased complexity of the curriculum, have access to boarding schools" (p. 19). [This recommendation raises the same questions noted in the Alhaji paper, above, regarding "culture shock" from a sedentary lifestyle and the shift in culturally-sensitive content.]

Leach, J. (1996). Learning in practice: Support for professional development. In R. Mills & A. Tait (Eds). *Supporting the learner in open and distance learning* (pp. 101-126). London, UK: Pitman Publishing. (0624)

Leach approaches professional development as a continuum, and a social as well as a personal practice. She presents teachers as learners and calls for original training and professional development to model best practices of learning. She discusses two case studies, one on initial teacher education at a distance in the UK and one on in-service teacher education at a distance in Albania. She concludes with six support points for professional development.

Levinson, P. (1998). *The soft edge: A natural history and future of the information revolution*. New York: Routledge. (0603)

Lewis, R. (1998). Staff development in conventional institutions moving towards open learning. In C. Latchem & F. Lockwood (Eds.), *Staff development in open and flexible learning* (pp. 148-156). London, UK: Routledge. (0624)

Lewis' article addresses very well the environment in conventional institutions – the need “to widen student access and increase students’ responsibilities for their own learning” (para. 1). He identifies four “changes in the learning environment: (i) in the development of the curriculum; (ii) in the application of technology; (iii) in the use of learning materials, and (iv) in defining and supporting the role of the student” (para. 9). What is distressing is that the situation has not improved – Banathy and Reigeluth were talking about these same issues in 1991. His points are well-made and his suggestions are direct and appropriate.

Little, A. (1994). *Multi-grade teaching: A review of research and practice*. Education Research Paper No. 12. Retrieved May 10, 2002, from the World Wide Web:
<http://www.dfid.gov.uk/AboutDFID/Education/Research/Library/contents/dep12e/ch04.htm#TopOfPage>

Maiaene, A., & Malefane, J. (1998). Overview of Lesotho Distance Teaching Center's distance education model. In E. P. Nonyongo & A. T. Ngengebule (Eds.), *Learner support services: Case studies of DEASA member institutions* (pp. 67-83). Pretoria, SA: University of South Africa. (0624)

The authors review a model that provides distance education for students ranging from basic education, basic rural education, non-formal education, through those in professions seeking certification. The report identifies characteristics of the student population for seven years in great detail. Each new table is preceded by an apparently thorough interpretation of the data.

Manning, E. (1997). The preparation of students for distance learning: Two very different approaches from a wider European perspective. In A. Tait (Ed.), *Collected Conference Papers: The Cambridge International Conference on Open and Distance Learning* (pp. 114-119). Cambridge, UK: The Open University. (0624)

Manning provides a well-written and well-documented report of the UKOU's efforts on the continent to "connect" students to each other and to the institution. Her report indicates that they could see the results in retention statistics. Manning indicated there were some perceived problems, such as the inability for the UKOU to send representative tutors for all the course offerings, and there was concern that students may expect greater support than would be possible since there would not be any f2f tutors on the continent. She makes a strong case for the importance of even limited face-to-face interaction among students and faculty. Their pilot program, "Virtual Prepday," is of interest, and a follow-up on the program and student success from it would be merited.

Mansell, R., & When, U. (Eds.). (1998). *Knowledge societies: Information technology for sustainable development*. Oxford and New York: Oxford University Press.

The authors explore the feasibility and actual use of ICTs, with an emphasis on developing countries. In Chapter 2, they develop the evaluation framework INEXSK (INfrastructure, EXperience, Skills, Knowledge) "to provide insight into how infrastructure, experience, and skills may contribute to knowledge-based economic growth and development" (pp. 21-22). A simple diagram is used to plot seven ICT indicators (personal computer index, main lines, index, electronics production index, electronics consumption index, literacy share, internet hosts index, and television set index). The data points are connected into a "footprint," which is then used as a comparison with other countries. Countries not normally compared may actually be comparable within this analysis. Chapter 3 evaluates the social and technological components of learning, evaluating under the "Fordist" and "ICT" paradigms. Chapter 4 looks at the impact of education and lifelong learning on the science and technology base.

Marchessou, F. (2000). Some ethical concerns in ed-tech consulting across borders. *Educational Technology Research and Development*, 48(4), 110-114. (0603)

Marisco, S.A. (n.d.) *Who owns my work?* Retrieved October 4, 2001, from the World Wide Web: <http://surveying.wb.psu.edu/psu-surv/salsh2.html> (0614)

Mark, M. (1990). The differentiation of institutional structures and effectiveness in distance education programs. In M. Moore (Ed.), *Contemporary issues in American distance education*. Oxford, UK: Pergamon.

Marks, K. (2000). *TOPILOT (and FLEX): Combating social exclusion through ODL*. Retrieved October 21, 2002, from the World Wide Web:
http://www.teleregionsnetwork.org/pdf/venecia_sess_23.pdf

Marks describes two of EFECOT's educational projects, TOPILOT and FLEX, for the children of occupational travelers (fairground, circus and bargee families). Both pilot projects used ICT. TOPILOT was designed using a particular technology set. When the technology's manufacturer discontinued production, TOPILOT ended. FLEX is the "successor" to TOPILOT and is designed to be adaptable to future technologies.

Maskow, M. (n.d.). Radio as a learning technology. In _____ (n.d.) *The Strategic Use of Learning Technologies*. (0603)

Mason, R. (1998). *Globalising education: Trends and applications*. London and New York: Routledge. (0602)

Mason, R. (1994). Distance education across national borders. In M. Thorpe and D. Grugeon, eds., *Open learning in the mainstream*, pp. 297-308. Harlow, Essex: Longman Group Limited.

Mason explores four scenarios for sharing courses across national and cultural borders: (i) franchise type (The Open University in Eastern Europe); (ii) marketplace type (The Open Learning Institute of Hong Kong); (iii) collaborative type (Multimedia Teleschool Project); and (iv) technology-based type (online education and training). She concludes "that there are no simple solutions to multi-cultural distance education, and there are no short-cuts to providing trans-national education."

McIlroy, A., & Walker, R. (1996). Total quality management: Policy implications for distance education. In T. Evans & D. Nation (Eds.), *Opening education*, 132-146. London: Routledge. (0602)

McLoughlin and Luce – Cognitive engagement and higher order thinking (0624)

McLoughlin & Marshall – Scaffolding (0624)

Molenda, M. et al. (2000). Satisfying the stakeholders: Planning with multiple constituencies. In *Conference Proceedings of the 16th Annual Conference on Distance Learning*, 301-306. Madison, WI. (0602)

Moore, M.G. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical Principles of Distance Education* (pp. 22-38). New York, NY: Routledge.

Moore defines transactional distance, situates distance education within the field of education, and discusses the three clusters of variables: dialogue, structure, and learner autonomy. In dialogue, he covers communications media in depth and expresses the hope that greater attention will be paid to “design of courses and the selection and training of instructors and the learning styles of students” (p. 24). “As with dialogue, structure is a qualitative variable, and, as with dialogue, the extent of structure in a programme is determined largely by the nature of the communications media being employed, but also by the philosophy and emotional characteristics of teachers, the personalities and other characteristics of learners, and the constraints imposed by educational institutions” (p. 26). Moore comments that one of the strengths of computers is to “serve as an electronic library” (p. 28), but he doesn’t mention copyright constraints. He presents a useful summary of “structuring instructional processes” (pp. 28-30). He then provides a table of the “relationship of dialogue, structure and instruction” (p. 30) as a guide to the strength of each medium to stand in place of a teacher for “presentation, motivation, analytic and critical development, application and evaluation, and learner support” (p. 30). The third section, learner autonomy, is a summary of the characteristics and/or needs of different types of learners. The discussion of learner autonomy, though, underpins the entire chapter with frequent reference to the degree of learner autonomy needed for a particular style of program development. Teleconference instruction was new at the time of this chapter, but the value of this medium of communication had already been identified. Moore then presents the theory of transactional distance through a series of two-dimensional graphical drawings, beginning with the traditional classroom relationship of a teacher imparting knowledge to students (p. 34). Six diagrams follow of the interactions possible with the various media before teleconference (p. 35). He then follows by modifying those same drawings to place teleconference media within distance (p. 36). His addition of a few curved lines has the impact of making static two-dimensional drawings assume a third dimension.

Moore, M.G., & Kearsley, G. (1996). *Distance education: A systems view*. Belmont, CA: Wadsworth. (0602, 0603)

Moore, M.G. (1995). American distance education: A short literature review. In F. Lockwood (Ed.). *Open and Distance Learning Today*. London, New York: Routledge. (0601 and 0607)

Morgan, A. (1995). Adult change and development: Learning and people's lives. In D. Sewart (Ed). *17th World Conference for Distance Education: One World Many Voices: Quality in Open and Distance Learning: Volume 1* (pp. 319-322). Milton Keynes, UK: International Council for Distance Education and The Open University. (0624)

Morgan's study is centered on *change* – in conceptual understandings, in study patterns and skill in learning, and in a social context. The intent of the research is to improve student learning through the development of “models of learners which mirror their realities and experiences of studying and change” (para. 29).

Morgan, C., and Morris, G. (N/D). The student view of tutorial support: Report of a survey of Open University Education students. *Open Learning*, 9(1), 22-33. (0624)

Good survey, good reporting of results. The surveyors compared the data from several viewpoints – gender, new / continuing students, geographical location (and impact on f2f tutoring availability, including travel time compared with tutoring time). Even though the overall results indicated high levels of student satisfaction, the surveyors were interested in determining what could be done to raise those levels – and evaluation step not always taken. Good interweaving of actual student comments with overall evaluation of particular survey questions. Use of institution-specific shorthand made the report less user-friendly – e.g., LEA (p. 24) and TMA's (p. 31).

Mortimore, M. (2000). *Hard questions for 'pastoral development': A northern Nigerian perspective*. Retrieved October 18, 2002, from the World Wide Web:
http://www.cbnrm.net/pdf/niger_001_mortimore.pdf

Mortimore analyzes the division between livestock-keepers and farmers and the need for a policy framework in support of the livestock-keepers. He identifies five premises, then develops a “reflective scenario” identifying twelve “driving forces that originate largely from outside the livestock sector [and] have overtaken these premises” (p. 2). His conclusion is that policy should not support the division of the two interests, and identifies “three capabilities too often neglected by planners: flexibility, adaptability, and diversity” (p. 9).

Muhammad, A. (n.d.). *Lesson learned in providing basic pre – service teacher training to nomadic pastoral youths: The course at the Federal College of Education Yola*. Retrieved October 2, 2002, from the World Wide Web:
http://www.iec.ac.uk/resources/abdulhamid_muhammad.pdf

Muhammad reports on DFID-sponsored initiative (2 years of funding) and the beginning of its third year (all local funding) to train Fulbe nomad pastoralists as teachers for their own communities. The program has had excellent results – with retention of students in the program, of their graduation, of their students successful sitting the Grade II Teacher Certificate exam, and of their return to their communities as teachers. One of the recommendations is that the model be extended to other nomadic pastoralist communities.

Muhammad, N.. (n.d.). *Situation report on nomadic education*. Retrieved October 2, 2002, from the World Wide Web:)

This report appears to be a summation of the report published by the Government of the Federal Republic of Nigeria (1999).

Mukhopadhyay, M. & Phillips, S. (Eds.). (1994). *Open schooling: Selected experiences*. Retrieved March 23, 2002, from the World Wide Web:
<http://www.col.org/10th/about/images/Open%20Schooling.pdf>

Mukhopadhyay and Phillips compile a collection of papers into a report on the many facets of open schooling within the Commonwealth of Learning organization. The papers are from developed and developing countries and demonstrate the wide variety of interpretations of “open schooling.”

Murphy, P., Anzalone, S., Bosch, A., & Moulton, J. (2002). *Enhanced learning opportunities in Africa: Distance education and information and communication technologies for learning*. Retrieved October 16, 2002, from the World Wide Web: -
http://www.worldbank.org/afr/hd/wps/dl_ict_education.pdf

The report provides a foundation for the strategic use of distance education and ICTs for learning. It is divided into five main sections plus five appendices, and it covers formal education experience, infrastructure, cost and cost effectiveness, and “the way forward.”

Murtagh, T. (March/April 2001). *Distance Education for basic education in the E-9 countries*. Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

Murtagh reports on progress being made within the nine high-population countries, collectively referred to as “E-9” (Bangladesh, Brazil, Egypt, China, India, Indonesia, Mexico, Nigeria and Pakistan), to use distance education as one means to meet their needs in basic education. Murtagh identifies the reasons distance education is used and the technologies used, with print, radio and TV the most common. Distance education is a possibility for meeting school equivalency, teacher education, and non-formal adult education needs; however, as she concludes, that potential won’t be reached without valid supporting data on costs and outcomes.

Nabudere, D. W. (2001). *What is “field building” on issues of peace and security in agro-pastoral communities?* Retrieved October 2, 2002, from the World Wide Web: -
http://www.iec.ac.uk/resources/prof_nabudere.pdf

“By implication, what is required is the need to create new forms of knowledge out of dialogue between the three groups of actors (academic researchers, practitioners, and indigenous knowledge custodians), which is useable by all the three” (para. 3). This report is on a three-day workshop, November 5-7, 2001, at which the participants explored the issues surrounding how to explore, unite, and make available indigenous knowledge systems and modern knowledge systems. There are three phases, immediate, mid-term, and long-term, with defined projects.

Naidoo, G. (November/December 2001). *South Africa: English in action – A radio learning project: How effective?* Retrieved March 2, 2002, from the World Wide Web:
<http://www.TechKnowLogia.org>

Naidoo reports on the Open Learning Systems Education Trust's (OLSET) pilot of their Grade One "English in Action" program. The OLSET evaluation model incorporates Chen and Rossi's theory-driven and David Fetterman's empowerment approaches to assessment.

Recommendations from the assessment were incorporated into OLSET's development of an 'improved' program. Naidoo emphasizes the importance of community involvement in all learning projects and includes parents as well as teachers and IT experts in those teams. He lists eleven factors that must inform the teacher development and empowerment component of any project. One weakness to the article is the absence of references.

Naidu, S. (N/D). *Designing instruction for e-learning environments*. (Made available through OMDE 0624 course.)

Naidu summarizes developments in open and distance learning, including the incorporation of "distance education-like" programs in traditional universities. He lists three directions in which e-learning is developing, forces driving its growth, and forces working against its growth. He includes a very good overview of various active, collaborative, and problem-based learning techniques, their applicability to e-learning environments, and how successfully they have been incorporated into e-learning. Naidu provides charts that depict the steps for using distributed problem-based learning, critical incident-based computer supported collaborative learning, and goal-based learning. A good summary that also has application for the Instructional Design course and the final project.

National Open School web site. (n.d.) Retrieved March 2, 2002, from the World Wide Web:
<http://www.nos.org/index.htm>

The National Open School (NOS) web site provides information for potential and enrolled students. The information is clear and the site is easy to navigate.

Nayar, A. (n.d.). *Narrative report on the consultation with women's groups in the Asia Pacific Region on WAA2015*. Retrieved October 2, 2002, from the World Wide Web:
www.agenda21delledonne.it/Interventi/thais.pdf

The conference was the only one in the Asia-Pacific region that gave women the chance to express their perspectives on the United Nations Conference on Financing for Development and the world Summit on Sustainable Development. Ten themes were reviewed with the intent of finding possible solutions. The themes included governmental transparency, armed conflict and peace building, globalization, environmental health, biodiversity and indigenous knowledge, migration and urbanization, energy sourcing, and the rights and roles of migrant women in social development. The possible solutions for each theme are summarized as recommendations for inclusion in the Women's Action Agenda (WAA2015) document.

Negroponte, N. (1998). *One-room rural schools*. Retrieved April 30, 2002, from the World Wide Web: <http://web.media.mit.edu/~nicholas/Wired/WIRED6-09.html>

Negroponte presents his concept of a one-room digital schoolhouse: “PCs that cost less than \$100” combined with age-integrated schools with access from Low Earth Orbit (LEOs) satellites. Within it, “My advice to political leaders in developing nations: Adopt an educational strategy that focuses digital technology on primary education, particularly in the poorest and most rural areas. The goal is not to boost national standards or to stem the population flow into urban areas, though these may be by-products. The mission is to learn a lot more about learning itself. In the process we may find new models of education that can be used in all parts of the world – rich and poor, urban and rural” (para. 11). He states, “The ideas above are in large part taken from the real plans of the 2B1 Foundation (www.2b1.org/), in cooperation with the Fundación Omar Dengo in Costa Rica. Costa Rica is one of the few nations to seriously embrace computers in primary education; one-room rural schools make up 40 percent of the country’s primary schools, serving nearly a tenth of the K-6 population” (para. 16).

Nillson, V. (1989). Voluntary academic assessment to enhance independent learning. In A. Tait (Ed.), *Collected Conference Papers: The Cambridge International Conference on Open and Distance Learning* (pp. 167-181). Cambridge, UK: The Open University.

This paper reports on Athabasca University’s (AU) Learning Assistance Program and Voluntary Assistance Program, two programs that provide the support and resources for a student but that also clearly vest responsibility for learning with the individual student. Nillson describes a path for an institution to “be there” for its students through voluntary, non-prescriptive “success” options. Her emphasis is on the student’s willingness to assume responsibility for his/her own learning and for the institution to have self-assessment and self-help tools available. She expects that faculty will do what faculty should do, which is to provide the opportunity for students to learn. AU then tracks the success and persistence of students who have sought this assistance as compared with those who haven’t.

Nonyongo, E.P. (1998). The South Africa Committee for Higher Education (Sached) Trust. In E.P. Nonyongo & A.T. Ngengebule (Eds.), *Learner support services: Case studies of DEASA member institutions* (pp. 116-129). Pretoria, SA: University of South Africa. (0624)

The author’s report on the early years of the Sached Trust is quite an example of what can be done within a highly restrictive system – the ethnic students who were a part of it probably received greater support than the elite students did at their schools. Sached’s overarching goal of “[providing] resources which allow for independent self-help” (“p. 6”) was ahead of its time. The story of Sached is of an organization with amazing adaptive and creative powers.

Oblinger, D.G., & Maruyama, M.K. (1996). *Distributed learning*. Boulder, CO: CAUSE Professional Paper Series, #14. (0603)

O'Connell, J. (1998). *Roma/Gypsies/Travellers of Europe: An examination of discrimination and racism*. Retrieved October 24, 2002, from the World Wide Web:
<http://www.icare.to/RGTofEurope.doc>

The report summarizes an extensive study of the issues of discrimination and racism within the European Union (EU), with a focus on Roma/Gypsy/Traveller groups. It begins with a section on definitions and responses, including a typology of approaches to racism (p. 10). The second section presents the situation in individual EU country situations. The third section is a list of proposals and recommendations that should provide a basis for developing plans of action for interactions among the larger society and all marginalized groups.

Orivel, F. (2000). Finance, costs and economics. In C. Yates & J. Bradley (Eds.). *Basic education at a distance: World review of distance education and open learning (vol. 2)*, pp. 138-151. London: Routledge.

Orivel begins by reviewing the history of the development of mass education, beginning with the industrialized countries in the late 19th century through today's trends in developing countries. When compared with that history, two significant differences are noted in today's developing countries: they are trying to build primary, secondary, and tertiary systems simultaneously, and their public education budgets are considerably larger as a percentage of GNP with less private support from families and the church. Unlike all other forms of educational provision, NICT is a 'world' technology, which means that prices for hardware, software, spare parts and consumables are consistent across countries. His cost comparison for new information and communication technologies (NICT) is compelling. He cites four studies of NICT in schools that attempt to define the cost per hour. Orivel uses that data, roughly \$1.70 per hour excluding the cost of teachers or tutors, to demonstrate that NICT is not cost-effective until a country reaches \$7,300 GNP per capita.

O'Rourke, J. (2000). Print. *New Directions for Adult and Continuing Education*, 88, 49-58. San Francisco, CA: Jossey-Bass Publishing. (0603)

O'Rourke, J. (1995). A piece of the jigsaw: Student advising in distance education. In A. Tait (Ed.), *Collected conference papers: Sixth Cambridge International Conference in Open and Distance Learning* (pp. 136-145). Cambridge, UK: The Open University.

O'Rourke weaves the stories of two dedicated women, both of whom have experienced distance learning from multiple perspectives, as they model excellent customer service through their interactions with students. Her points are that students need contact, clarity, advocacy, and a pilot. One woman, Sally Haag, includes moral issues, "helping people learn to be better people" (para. 46). O'Rourke's summary, the analogy with a jigsaw, provides an easy way to put into perspective the importance of all interactions with a student: "no one piece is more important than the others, but if any piece is missing, the picture is incomplete" (para. 47).

O'Rourke, J. (1993) Roles and Competencies in Distance Education. Commonwealth of Learning. (This is an rtf file, readable in most word processors) (0607)

Paul, R. H. (1990). Managing for success: Learner interaction and independence. In R. H. Paul (Ed.), *Open learning and open management: Leadership and integrity in distance education* (pp. 76-98). London, UK: Kogan-Page. (0624)

Paul approaches success measurement from a more difficult perspective – how to evaluate an institution's success in developing independent learning skills. He starts from the perspective that early successes for open institutions were provided by learners who already possessed those skills. He looks at the behaviorist tradition of the course materials production process. While he does not deny the value of such a process, particularly for learners remote from support services, he questions just how much the highly developed materials may actually stifle independence. He evaluates the arguments for and against true open learning, that with no set start or completion dates or periodic progress measurements. He highlights the needs of learners – “to be very clear about his or her learning objectives; to have effective reading, writing, study and time-management skills; [and to be able to overcome competing priorities, lack of interaction, and less than ideal study environment].” He concludes the difficulty of the task does not preclude the need. Such judgments, by employers and graduate schools, are being made. It's the open learning institution's responsibility to develop valid measurements.

Paul, R. H. (1990). Managing at a distance: Regional networks and off-campus tutors (Chapter 7, pp. 99-118). In R. H. Paul, *Open learning and open management: Leadership and integrity in distance education*. London, UK: Kogan Page. (0624)

Paul examines the challenges of managing a central facility and regional offices. Each structure has its own perspective of the important issues. For the central facility, its concern is consistency and replicability across the entire entity; Baldrige is cited as documenting a political basis for decision making. For the regional offices, their concern is the adaptability to address the local and individual needs of their students; their approach would be value-driven. Both approaches are correct; the challenge is to find the middle ground. Paul recommends that the manner of the establishment of regional offices is crucial. Communication, sensitivity, training, staff involvement, and promotion opportunities that would cause staff to change locations are crucial to a full understanding of both viewpoints. Paul comments on the relative ease of saying “no” to a student over the telephone compared with one “ensconced in one's office” (p. 8). The chapter is a good evaluation of the situation, and Paul's use of case studies to illustrate possible situations adds to the clarity of his presentation.

I don't know that I agree with Paul that the course production elements can be transferred. It's dependent upon what he defines as “course production elements.”

Paul, R. H. (1990). Leadership, integrity and the future. In R. H. Paul (Ed.), *Open learning and open management: Leadership and integrity in distance education* (pp. 169-189). London, UK: Kogan Page. (0624)

Paul uses personal experiences to explore strategic planning, institutional marketing, and staff development practices for an open learning institution. He begins with a discussion of Morrison's 'learning' organization's role in change, and the importance of a leader who is value-driven and has good political sense. He uses bulleted lists to define the desired background for a university president, the "characteristics of effective leaders," and the "characteristics which undermine leadership." The role, or lack thereof, of women in executive management is also discussed, including the strengths that the feminine management style can bring to an organization and the challenges women face in moving into those positions. His discussion of strategic planning included "STOPS," a management acronym that replaces "SWOT"'s "Weaknesses" with "Problems" and "Solutions." The message is that management, like learning opportunities, must be open.

Pennells, J. (n.d.). *Teacher education for nomads in Nigeria: A cautious approach to adopting distance education in a project in Adamawa and Taraba States*. Retrieved October 6, 2002, from the World Wide Web: http://www.uni-oldenburg.de/zef/cde/OMDE%20626/Nomads/Pennells_Open%20Praxis-Nigeria%20nomads.doc

Pennells provides a more in-depth report than Muhammad (n.d.) on the project "to provide access to teacher training for Fulbe (Fulani) nomads" (para. 2). In his opening, he states "It is – or least it should be – also a truism that the organisational patterns and media used in each instance should be defined primarily by the educational value of the option chose and by the needs, constraints and context of the learners, and secondly by the value for money of the option and its feasibility for the providing institution, rather than by the technological possibilities on offer" (para. 1). Throughout his report is the emphasis on the participatory nature of the project. He identifies the "four main groups of potential learners" as teachers, supervisors, headteachers, and "young people in the nomadic community" (para. 5). Within those four groups, "the project identified inservice training for teachers in nomadic schools and basic pre-service teacher training for nomadic youth" (para. 19). In both cases, distance education methods were evaluated but not adopted, and he gives the reasons in paragraph 21 (inservice) and paragraphs 25 and 26 (pre-service). What was developed drew on the best features of face-to-face and distance methods, and Pannells reports honestly on the experiences (inservice: fairly smooth; pre-service: very labor intensive; course materials: much harder than anticipated but of immense value to the students using them). He also discusses the reality of the project continuing or expanding. The external supports (funding, management, administrative, and technical) were significant, yet the participatory nature developed broad-based local support. Options discussed included continuing the project "as is," exporting it to other Fulbe (Fulani) states, or expanding it with more offerings for those who have participated. Use of more distance education methods were discussed, including adding media such as radio, audio cassettes, and video. The reality was expected to be "limited face-to-face or relatively unsupported school-based study" (para. 46). His summary of the project is thoughtful, includes successes and problems, particularly that of adding the goal of attaining Grade 2 teachers' accreditation after the project began.

Pennells, J., and Ezeomah, C. (2000). Basic education for refugees and nomads. In C. Yates & J. Bradley (Eds.). *Basic education at a distance: World review of distance education and open learning (vol. 2)*, pp. 173-191. London: Routledge.

The chapter is an excellent summary of the situation of nomads and refugees, including an extensive comparative table (pp. 175-178). The authors define the two groups, identify programs that are working with each group, and discuss the groups' needs and the realities of providing education to them. They stress the need for flexibility and for including the groups in the planning and implementation of education provision.

Perraton, H., & Creed, C. (2000). *Applying new technologies and cost-effective delivery systems in basic education*. Retrieved March 2, 2002, from the World Wide Web:
<http://www2.unesco.org/wef/en-docs/findings/technofinal.pdf>

The authors examine the "use of information and communication technology to support basic education" (para. 1). Their analysis has three starting assumptions: there is no practical substitute for primary schools; technologies may meet the needs of those who cannot attend a conventional school; and the evaluation should consider the technologies together. The report is in-depth, there are extensive citations, and frequent tables summarize the material.

Perraton, H. (2000). *Open and distance learning in the developing world*. London and New York: Routledge.

The author provides a wealth of information on open and distance learning (ODL) in the developing world. He covers the problems of acceptance of ODL as a viable alternative to traditional classroom education, programs that have worked and those that have not, costs, technology, globalization, and political economy.

Peters, O. (1998). *Pedagogical models in distance education*. In O. Peters, *Concepts and models of open and distance education*. (0601).

Peters, O. (1998). *Learning and teaching in distance education: Analyses and interpretations from an international perspective*. London, UK: Kogan Page. (0601)

Phillips, M., & Scott, P. (1999). Multimedia advice, guidance and counselling on the Web: A prototype learner's guide. In A. Tait (Ed.), *Collected Conference Papers, Sixth Cambridge International Conference on Open and Distance Learning* (pp. 167-181). Cambridge, UK: The Open University. (0624)

The authors report on the UK Open University's use of new technologies to provide interactive web-based student services as an additional way for learners to access support services when those services are needed. The authors make good points about the importance of interactivity, of mixing audio and visual and text, and of being able to navigate either linearly or in a user-selected sequence. It is interesting that they note the lack of appropriate equipment and access by some students is not a reason for doing nothing. Their emphasis on appropriate use of technology

is demonstrated in their thought process and in their pilot site, with one exception: a “TV which has rolled in through the door” of its own volition.

Phillips, S. E. (1995). The Commonwealth of Learning student record management system. In D. Sewart (Ed.), *17th World Conference for Distance Education: Vol. 2. One world many voices: Quality in open and distance learning* (pp. 437-440). Milton Keynes, UK: International Council for Distance Education and The Open University. (0624)

Phillips details the development of a student record management system (SRMS). The Commonwealth of Learning sought to respond to the need for an SRMS by institutions in developing countries, and a list of requirements was developed to direct the search for a system. When no system was found, the decision was to develop one. The system development process is an excellent example of inter-institutional team work, of understanding what is desired as compared with what is available, and using both to develop an easy-to-use feature-rich program. The report concludes with a summary of the modifications and enhancements to be incorporated into version II.

Redekopp, C. (1997, August 7). *A lot happened in just one room: Old school echoes with memories for former teacher*. The Putnam Democrat. Retrieved April 30, 2002, from the World Wide Web: <http://www.citynet.net/putnam/press/lett.html>

Redekopp is a staff reporter for the paper and writes about Lula Parsons who taught for 14 years in one-room schoolhouses.

Regional Network of Civil Organizations for Migration (RNCOM). (2001). *Promoting migrant human rights: Follow-up to the projects of the Regional Network of Civil Organizations for Migration (RNCOM)*. Retrieved October 20, 2002, from the World Wide Web: http://www.enlacesamerica.org/news/newsarchives%20pdf%20files/rncom_guate_nov01.pdf

This conference report identifies abusive situations faced by migrant workers throughout the Americas. The conference members established objectives for evaluation, planning, and network strengthening; summarized conference topics; discussed the need for advocacy training; and set advocacy strategies.

Reigeluth, C. (1992, November). The imperative for systemic change. *Educational Technology*. (0602)

Relan, A., & Gillani, B. B. (1997). Web-based instruction and the traditional classroom: Similarities and differences. In B. Kahn (Ed.), *Web-based instruction* (pp. 25-37). New Jersey: Educational Technology Publications.

A very good summary of the two teaching modes – f2f and web-based. The authors compare the “pedagogical environments and highlight their differences and similarities via a discussion of instructional strategies practiced in each” (para. 1). They show how even learner-centered f2f

environments are lacking in the higher-order cognitive learning strategies because of those environments' constraints of physical time and space requirements and non-dynamic teaching materials, among other limiters. There is a brief reference to the work of David and Roger Johnson, who have done extensive research with f2f cooperative learning techniques across all age groups.

Roberts, J.M., Brindley, J.E., & Spronk, B. (1998). *Learning on the information highway: A learner's guide to the technologies*. Montreal, QC: Chenelière/McGraw-Hill. (0603)

Roberts, J.M., & Howard, J. (1999). Tertiary distance learning in Sub-Saharan Africa: Current status and future trends. *FID Review*, 1(2/3), 105-109. (0602)

Robinson, B. (1995). Research and pragmatism in learner support. In F. Lockwood (Ed.), *Open and distance learning today* (pp. 221-231). London: Routledge. (0624)

Robinson reviews the research on learner support services. She concludes that the existing research is institution-specific and that there are not comprehensive theories that would apply to distance education in general. The need for such research is emphasized, as is the necessity of reframing the questions that are asked. Robinson's comparison of applied, pure, and practitioner research underscores the value that each type contributes to the research agenda and urges broad dissemination of all findings. Robinson raises an interesting question – can institution-specific research lead to a foundation upon which to build a wide-ranging model.

Rumble, G. (September 2001). *The costs and costing of networked learning*. Retrieved from the World Wide Web March 29, 2002, http://www.aln.org/alnweb/journal/Vol5_issue2/Rumble/5-2JALN%20Rumble.pdf

Rumble, G. (2001). *E-education: Whose benefits, whose costs?* Retrieved October 23, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/e_education_costs.pdf

Rumble, G. (2000). Student support in distance education in the 21st century: Learning from service management. *Distance Education*, 21(2), 216-235. (0624 and 0603)

Rumble's emphasis is on the service management model as it could be applied to higher education and the rationale for such an application. Rumble also makes the argument for the need for "replicability" of findings and for research to support why some models work (example of UKOU's tutor-counselor opposed to "call centre operative"). Rumble compares traditional universities with the d.e. providers in the areas of student support, finds that d.e. providers are

generally ahead, and warns that d.e. providers cannot be complacent. Rumble is an interesting contrast to Robinson with his emphasis on the unique nature of each institution – “Every service delivery system will be different. There is no substitute for doing one’s own thinking” (p. 6). Excellent summary tables of key points, particularly application of Bates’ ACTIONS model to student support issues (Table 4, 14-15). His proposal, “Towards a global interactive university,” highlighted the difference between ODL (“adjuncts”) and traditional universities (tenure), and warrants comparison with Twigg’s “Who Owns Online Courses and Course Materials.”

Rumble, G. (1992). Organizing and controlling. In *The management of distance learning systems* (pp. 48 - 79). Paris: UNESCO. (0602)

Rumble, G. (1992). Outcomes. In *The management of distance learning systems*, 86-94. Paris, UNESCO. (0602)

Rumble, G. (1992). Strategic planning (Chapter 3). In G. Rumble (Ed.) *The management of distance learning systems* (pp. 43-47). Paris: UNESCO / International Institute for Educational Planning. (0624)

Rumble presents the logic behind and the case for strategic planning. He defines mission, vision, and goals as they relate to the overall institutional structure and their incorporation into the strategic plan. His discussion of why strategic plans are to serve as a guide rather than as a rigid delineation acknowledges the imperfect knowledge that underlies the strategic planning process. Rumble summarizes (p. 46) Stacey’s recommendations for how to use a strategic plan to manage change should be a part of general strategic planning guidelines.

Rural Migration News. (2000, April). *Migrant services*. Retrieved October 20, 2002, from the World Wide Web: <http://migration.ucdavis.edu/rmn/Archiv>

This newsletter provides a summary of news reports on migrant services in the United States in the fields of education, health, and job training.

Ruth, S., & Shi, M. (May/June 2001). *Distance learning in developing countries: Is anyone measuring cost benefits?* Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

The authors address the lack of statistical data that would enable a true cost-benefit analysis of distance learning. After plotting the cost-yield of various distance learning approaches, the authors use China’s progressive use of technologies as an exemplar for other developing countries. They recommend that a strategic plan underlie the decision to move up the technology curve as well as investing first in the development of people as users of technology before investing in the actual technology.

Sa'ad, A.-M. (n.d.) *Pastoralists' nongovernmental organizations (NGOs/CBOs) and nomadic education in Nigeria*. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/nomadic_conf.html

Sa'ad, A.-M. (2002). *Pastoralist children and stakeholders' assessment of nomadic education in Nigeria: A tentative report of a consultative survey of nomadic education pupils, communities and the CBOs/NGOs*. Presented at an international conference on nomadic education in Nigeria: Issues and Directions, DFID, Rock View Hotel, Abuja, January 16-19, 2002. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/abdulmumin_saad.pdf

The author summarizes the results of a survey conducted in several areas of northern Nigeria. There were three distinct groups, with some variations in the questions among the groups. The concluding section, "Issues arising from the findings," (pp. 19-20) provides a good overview of the entire paper.

Said, M. A. (n.d.). *Nomadic education and the girl child: An analysis of the factors for and against the girl child education among nomadic pastoralists*. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/maryam_said.pdf

The author presents a very personal viewpoint throughout the paper, although she speaks from a basis in economics. "In the task of educating the Nomads and the girl-child, an interventionist approach coupled with the involvement of the community is the best approach towards achieving the target goal" (para. 11). She identifies three factors that work against the girl child having equal educational opportunities: cultural (subservience to the male; the traditional role of 'street hawking' (selling milk)); religious (access to females to interview was permitted because she is female); and social (a lack of role models and an expectation that a woman is for procreation). Said makes reference to the importance of education because of "new information technology" (para. 19); she later (para. 28) calls for media campaigns, "particularly the Radio." Said repeats the theme of the importance of the nomadic pastoralists to the national economy (also referenced in Kaushal). She makes no reference to the training program reported by Muhammad, so the program may be working with a different group of nomads – and Muhammad comments with pleasure on the growth of women in the program. Women teachers would provide the role model Said calls for, but first the education of the girl child must be an accepted norm.

Sanchez, I., & Gunawardena, C.N. (1998). Understanding and supporting the culturally diverse distance learner. In C.C. Gibson (Ed.), *Distance learners in higher education* (pp. 467-64). Madison, WI: Atwood Publishing. (0624)

"This chapter focuses on culturally diverse distance learners and examines ways in which the needs of these learners can be taken into consideration in the design of distance instruction and learner support. We begin with a discussion of changing demographics in the United States and the educational needs of adults from different cultures, analyses of the literature on individual differences and learning styles, and the influence of culture on learning. A learning style profile

of Hispanic adult learners will be discussed as a case example showing how the understanding of the Hispanic learner as described in the profile can be applied to the design of distance instruction and learner support systems” (para. 1).

Save the Children. (n.d.). *Denied a Future?* (pp. 5-62) Retrieved October 24, 2002, from the World Wide Web: http://www.savethechildren.org.uk/development/reg_pub/index.htm

The document was produced as a base line for assessment of the impact of the “[l]arge sums of money ... being spent by governments, intergovernmental agencies and international NGOs on programmes that aim to reform education provision in Central and South-Eastern Europe and to improve the situation of Roma/Gypsy and Traveller children in Western Europe” (p. 5).

Schiffman, S. (1986) Instructional Systems Design: Five Views of the Field. *Journal of Instructional Development*, 9(3), 14-21. (0602, 0607)

Schrieber, D. (1998) Instructional Design of Distance Training. In D. Schrieber & Z. Berge (Eds.), *Distance training*. San Francisco: Jossey Bass, 37-65. (0602, 0607)

Schrieber, D. (1998). Organizational technology and its impact on distance training. In D. Schrieber & Z. Berge (Eds.), *Distance training*. San Francisco: Jossey Bass. (0602)

Seels, B., & Glasgow, Z. (1998). *Making instructional design decisions*. 2nd ed. Upper Saddle River, NJ: Merrill/Prentice Hall. (0607)

Sen, A. (1999). *Development as freedom*. Oxford: Oxford University Press.

Sewart, D. (1998). Tuition and counselling: Supporting teachers for competitive advantage. In C. Latchem & F. Lockwood (Eds.), *Staff development in open and flexible learning* (pp. 148-156). London, UK: Routledge. (0624)

Sewart clearly identifies the forces that made, and continue to make, the UKOU a visionary in the provision of further and higher education. The student-centeredness of its operations has developed in a way that has incorporated a concern for the well-being and professional development of its staff. Sewart’s concluding remarks about the ‘social contract’ show an unusual legislative dimension: that of the expectation of staff loyalty to its employer.

Sewart, D. (1993). Student support systems in distance education. *Open Learning*, 8(3), 3-12.

Sewart presents the case for modeling student support systems on service industry guidelines. He compares student support systems as the similarity between distance and conventional education. His history of distance education and of the demographic changes within the conventional university is informative. Particularly useful is his detailed discussion of the course management system as reflective of classic industrial management and of the student support systems as reflective of the system approach to management. Within those two approaches, a balance must be reached that is reflective of the institution's performance indicators of success. Those performance indicators are unique to the institution, as are its market segment, image, and the culture in which it operates.

Sherry, L. (1996). Issues in distance learning. *International Journal of Educational Telecommunications*, 1(4), 337-365. (0602)

Shrestha, G. (1997). *A review of case studies related to distance education in developing countries*. Retrieved March 23, 2002, from the World Wide Web:
<http://www.undp.org/info21/public/PDF/DE2W60.pdf>

Shrestha, G. (1997). *A perspective on cultural and linguistic problems associated with distance education in developing countries*. Retrieved March 23, 2002, from the World Wide Web:
<http://www.undp.org/info21/public/PDF/DE3W60.pdf>

Shrestha, G. (1997). *Distance education in developing countries*. Retrieved March 2, 2002, from the World Wide Web: <http://www.undp.org/info21/public/PDF/DE1W60.pdf>

Shrestha, G. (1997). *Literacy education at a distance: Developing curriculum for functional literacy*. Retrieved March 2, 2002, from the World Wide Web:
<http://www.undp.org/info21/public/PDF/DE4W60.pdf>

Siaciwena, R. (2000). *Case studies of non-formal education by distance and open learning*. Retrieved April 2, 2002, from the World Wide Web:
<http://www.col.org/Consultancies/00nonformal.htm>

Simonson, M., Schlosser, C., & Hanson, D. (1999). Theory and distance education: A new discussion. *The American Journal of Distance Education* (13)1. (0601)

Simpson, O. (1992). Specifying student support services in the OU -- the so-called Student Charter. *Open Learning*, 7(2), 57-59.

The author provides a very light-hearted look at a very serious issue – how to communicate with students what they should reasonably expect to receive from an institution. “The hidden agenda of the document was the feeling that too many students failed to progress because they felt unable to ask for the help they needed” (pp. 57-58). His concluding comment is also thought-provoking: “Whilst the term ‘customer’ offers some interesting alternative perspectives and insights into the institution-student relationship, the role of student is far more complex, emotional, and involved than that of a purchaser of goods or services” (p. 59).

Singh, A., Rusten, E., & Suguri, V. (January-March 2002). *RiverWalk-Brazil: Virtual journey, real learning*. Retrieved March 2, 2002, from the World Wide Web: <http://www.TechKnowLogia.org>

The authors report on RiverWalk-Brazil, “an interdisciplinary project that enables Brazilian schoolchildren and teachers to become scientists, activists, and reporters on their physical environment” (p. 85). The project is obviously receiving high levels of support from participants ranging from local individuals to global organizations. In addition to Brazil, the larger project includes schoolchildren and teachers in Japan, Taiwan, the U.S., Canada, and Israel. The costs of the project are not discussed, and sustainability of the program could be a future issue. The “graphic representation of all the actors involved in RiverWalk-Brazil” (p. 91) shows the wide range of involvement.

Skrzeszewski, S. (1999). Community learning networks: Using technology to enable lifelong learning. *FID Review*, 1(2/3), 62-67. (0602)

Smith, G. L.. (n.d.). *Primary institutions and rural life*. Retrieved April 30, 2002, from the World Wide Web: <http://smith2.sewanee.edu/Rayid/Rurallife/projects.html>

The author presents a review of the sequential development of frontier settlements. “Although there are exceptions, schools come later in the settlement process than the other institutions. Schools require a population with sufficient non-laboring time among its young people, a means of safe access to the school for the pupils, sufficient local organization to support a teacher, along with a school building. Some rural communities could satisfy the last of these requirements much sooner than the others: churches could and often did double as schoolhouses” (“The School”).

Sperling, G. B. (2001, September/October). *Toward universal education: Making a promise, and keeping it*. *Foreign Affairs*, 80(5), pp. 7 – 13.

Sperling reviews the rationale for universal quality primary education and reports on the magnitude of the undertaking. “The only solution is a global initiative that will leverage systemic reform in developing nations. Major national reforms will carry significant political and economic costs. If the developed countries want the leaders of developing nations to bear these costs, they will have to offer substantially more aid. Mobilizing the necessary resources will require a new global compact on education, one with a compelling framework that clearly sets out the roles and responsibilities of key stakeholders. This framework must bring together the dispersed multilateral education efforts, build confidence among advanced nations that any additional resources they contribute will be used effectively, and persuade developing countries that aid will deliver concrete benefits without imposing intrusive conditions or generating more international bureaucracy” (p. 8). Donor agencies are rightfully concerned about the effective use of their funds, and recipients are concerned about additional external requirements. “The most likely way to achieve universal education by 2015 is through a clear framework for collective action that outlines appropriate and realistic roles and responsibilities for donor countries, recipient countries, and multilateral institutions” (p. 9). Missing from Dakar is a means of assessment. “Without a global effort espousing well-defined roles and responsibilities, the Dakar initiative is likely to fail because donors will have little confidence that resources will be well spent, and recipients will have little incentive to undertake painful reforms....willingness to undertake reform will be partly contingent on assurances that international assistance will be available to make ambitious reform plans financially viable” (p. 10). Sperling proposes a review board comprised of “rich and poor nations” (p. 10) modeled after other similar issue areas. The “global alliance on basic education (GABE)” (p. 9), “would emulate the scientific peer-review methods” (p. 10) and “must be careful, therefore, not to impose its own judgment about what the best approach for a particular case might be” (p. 10). He further recommends reaching consensus on the amount needed to attain EFA, determining how much donor agencies will provide and how much will be funded by the receiving nations, then assigning an equitable level of responsibility to each donor agency. “No standard currently exists for determining when a nation’s commitment of its own resources is sufficient to justify additional international assistance. GABE will therefore need to develop some kind of education financing index that looks at educational expenditures per child in proportion to gross domestic product” (p. 11). The funding index needs sufficient flexibility to allow for situations where governments are doing their best or where “exceptional expenditures ... to combat AIDS or natural disasters or to provide for postwar reconstruction” are required (p. 11). The requirements for budgetary and expenditure transparency may be beyond any agency’s ability to require or control. “Given the synergies between education, health, and economic growth, tackling the crisis in education should be recognized as a key to unlocking over development goals” (p. 13).

Stephens, K., Unwin, L., & Bolton, N. (1997). The use of libraries by postgraduate distance learning students: A mismatch of expectations. *Open Learning*, 12(3), 25-33.

The authors report on a survey of actual library usage and perceived need to use the library by postgraduate students in 23 courses across 19 universities. With a 30% response rate, there should be some validity to their findings; yet, the number of courses and the number of

institutions surveyed seems small. Important, though, is the communication between faculty and students, as evidenced by the gap in perceptions regarding the need to use the library. What is not addressed is the primary audience, which would impact the adequacy of resources as perceived by the distance students.

Sweet, R. (1993). Student support services: Direction for change (Part I). In R. Sweet (Ed.), *Perspectives on distance education series: Student support services: Towards more responsive systems, Report on a Symposium on Student Support Services in Distance Education* (pp. 1-40). Delhi, Vancouver, Canada: Commonwealth of Learning. (0624)

Tait, A. (2000). Planning student support for open and distance learning. *Open Learning* 15(3), 287-299. (0624)

Tait is presenting a framework from which to build a student support system. He proposes three primary functions: cognitive, affective, and systematic that “are both essential and interdependent” (para. 5). He proposes a “framework for the development of a planning tool ... as being built around six core elements: student characteristics, course or programme demands, geography, technology, scale, management systems” (para. 7). He includes cost considerations in each area of discussion, as an important factor that planners must consider. He concludes there is no “universal blueprint” (para. 28). ICTs facilitate student-student and student-tutor communication. Commercial enterprises entering the education market present additional challenges for traditional educational institutions. “One fear is that the real human cost of educational failure will be replaced by the diminished notion of the disappointed or even worse inadequate customer. However, it is also true that education itself has in some contexts diminished learners through the misuse of the status of student as against teacher” (para. 28).

Tait, A. (1999). The convergence of distance and conventional education: Some implications for policy. In A. Tait & R. Mills, *The convergence of distance and conventional education*, 141-149. London: Routledge. (0602)

Tait, A. (1995). Student support in open and distance learning. In F. Lockwood (Ed.), *Open and distance learning today* (pp. 232-241). London: Routledge. (0602, 0624)

Tait discusses how to identify the factors that should inform decisions regarding student support services and how to implement them. He emphasizes the importance of individual support combined with the mass-produced learning materials. Tait’s figures are easily understood representations of the decision-making process. The figures would help to guide an institution’s discussion and evaluation of this complex issue because the framework will support combining the results of individual assessment with current research and technologies.

Tallman, F.D. (1994) Satisfaction and completion in correspondence study: The influence of instructional and student support services. *The American Journal of Distance Education*, 8(2), 43-57.

“Correspondence education can provide college-level instruction that is efficient, economical, and sensitive to the changing needs of traditional and adult learners. However, to ensure the development of the educational environment necessary for effective education to occur, providers need to be aware of factors that contribute to student satisfaction and persistence in correspondence education. This article examines the relationship between student satisfaction and course completion in relation to the provision and perceived quality of instructional and student-support services” (p. 43). The report provides considerable detail about the survey, the methods, the analysis of the results, and areas for future research. The importance of high quality support services is emphasized. Tallman adds “institutional support services” to Holmberg’s “instructional support services” in his guided didactic conversation model (pp. 52-53).

Tam, M. (2000). Constructivism, Instructional Design, and Technology: Implications for Transforming Distance Learning. *Educational Technology & Society*, 3(2). (0607)

Tate, O. (1988). Evaluation of courses and resources. In D. Sewart & J. Daniel (Eds.), *Developing distance education: Papers submitted to the 14th ICDE World Conference*. (0602)

Tawari, F. (2002). *Dissemination of research findings on nomadic education in Nigeria (the migrant fishermen education experience): Issues and directions*. Presented at the International Conference organized by International Extension College (IEC), Rock View Hotel, Abuja, Nigeria, January 16-19, 2002. Retrieved October 2, 2002, from the World Wide Web: http://www.iec.ac.uk/resources/felicia_tawari.pdf

This report has a similar format to the others from this particular conference. This is the first I’ve read with the topic of the migrant fisherfolk. Paragraph 2.1 has an interesting reason from the CBOs/NGOs for why “fixed school” is unsuitable: “it will also prevent fish from being readily and abundantly available in the market” (fisherfolk are responsible for 95% of the country’s fish supply). Many of the same inadequacies are reported; interesting is that the fisherfolk (like the nomads), who are dependent on child labor, agree on the necessity of education and provide land, buildings, and teachers when the government doesn’t. The author ends with a series of questions that make it clear that the field for research and room for improvement are still open.

Tchwenko, R. (2002). *The Bankilare Experience: An Example of a Successful Collaborative Effort to Bridge the Digital Divide Using New and Innovative Technologies*. Retrieved 15 Oct. 2002 from <http://www.worldspace.org/PDFFiles/bankilare.pdf>

Tchwenko, R. (2002). WorldSpace Foundation and UNICEF's Operation Lifeline Sudan - Using Innovative Communication Technology for Social Development Retrieved 15 Oct. 2002 from <http://www.worldspace.org/PDFFiles/lifeline.pdf>

TechKnowLogia. (2000, May/June). *Basic education for all: Global report card*.
TechKnowLogia [Online]. Retrieved March 2, 2002, from the World Wide Web:
<http://www.techknowlogia.org>

This article summarizes information from *International Consultative Forum on Education for All (the EFA Forum)*, UNESCO, Paris. Summary points are: access, equity, quality, and financing education. Discussion points under each heading focus on strengths or weaknesses within the EFA, either globally or in particular countries. The full report is available at www2.unesco.org/wef

Thomas, J. (2001) *Audio for distance education and open learning: A practical guide for planners and producers*. Retrieved October 17, 2002, from the World Wide Web:
<http://www.col.org/audiohandbook>

Thorpe, M. (1996). Issues of evaluation. In R. Mills & A. Tait (Eds.), *Supporting the learner in open and distance learning* (pp. 222-234). London, UK: Pitman Publishing. (0624)

“The aim of this chapter is to discuss the implications for evaluation of open and distance learning (ODL) created by public assessment of the quality of teaching in higher education. With the delivery of mainstream education programmes through open or distance means, institutions such as the Open University UK have had to match their teaching of and services for students against those of any other university provision in the same curriculum area. This emphasis on quality and demonstrable quality assurance systems is widespread and a more prevalent concern now than earlier emphases on the need for evaluation (Thorpe, 1993a). However the teaching quality assessment process represents threats as well as opportunities for evaluation of learner support or indeed any other elements in the provision of ODL” (abstract).

Tiffin, J., & Rajasingham, L. (1995). *In search of the virtual class* (chapters 1, 2, 3, 9). London and New York: Routledge. (0602)

Todaro, M.P. (1994). *Economic development*. New York and London: Longman.

Tsang, M. C. (2002). Economic analysis of educational development in developing nations. In Guthrie, J. (Ed.). *Encyclopedia of education*, 2nd ed. New York: Macmillan.

“This article is prepared for the forthcoming second edition of the *Encyclopedia of Education*. It presents the key concepts, applications, and issues in the economic analysis of educational development in developing nations. Based on a multi-dimensional conception of efficiency, it organizes the literature review under two categories: studies related to internal efficiency, and

studies related to external efficiency. The article is a concise general overview of the subject intended for non-specialists.”

Turoff, M. (1997). *Alternative futures for distance learning: The force and the darkside.*

Retrieved _____ from the World Wide Web:

<http://eies.njit.edu/~turoff/Papers/darkaln.html> (0602, 0607)

Turoff, M. (1996). Costs for the development of a virtual university. *JALN, 1(1), March 1997.*

Twigg, C. (1997) Notes for the June 4-5 1997 NLII-ITP Symposium for Creating and Delivering Learning Materials in a Distributed (Networked) Learning Environment. *EDUCAUSE.* (0607)

UNESCO. (2002). *High-level group on education for all: First meeting: Report 2001.* Retrieved

March 2, 2002, from the World Wide Web:

<http://unesdoc.unesco.org/images/0012/001254/125463e.pdf>

The reports from the individual countries are full of flowery phrases and hyperbole. However, the reports of the international funding agencies are grounded in reality. Jozef Ritzen, Vice-President for Human Development at the World Bank, reported on the gaps of financing and policy. Interestingly, the participants “recommended that a mechanism be established to set clear criteria for assessing whether a given country is politically seriously committed to EFA goals” (p. 14). “The poor level of learning outcomes was also mentioned as an area of special concern. The establishment of sustainable book provision and an efficient use of ICTs in educational delivery would be relative simple ways of making a big difference in improving the quality of education” (p. 15). “Participants highlighted once again the importance of national ownership of processes within EFA to ensure sustainability beyond the intervention of any international partner” (p. 15). “Several speakers expressed concern about how to maintain the momentum of EFA over the years” (p. 15). “Most speakers mentioned the crucial role that civil society participation, and local governance and management would have to play in meeting educational needs” (p. 15). Mr. Kailash Satyarthi, Chairperson of the Global March against Child Labour, “presented seven areas of action as key elements” centered on local ownership, full participation, “timely and adequate funding,” elimination of child labour, monitoring mechanisms, means of recourse and redress, governmental coordination (p. 16). “Several participants mentioned a holistic approach to education – ensuring that relevant links and connections are maximized. This means looking at the different levels of education in a coherent manner, focusing on the values that underpin the quality of education, recognizing that education is a matter of human relations, and establishing links between formal and non-formal approaches at local level” (p. 17).

UNESCO. (2000). *Assessment EFA/2000 – Thematic study: Education in situations of emergency and crisis*. Retrieved October 21, 2002, from the World Wide Web:
<http://www.unesco.org/education/emergency/unesco/research.shtml>

The report reviews the progress toward Education for All (EFA) with specific emphasis on refugee and stateless populations. It also examines new directions, gender equity, quality, and the use of new technologies. One recommendation in the report is that relief efforts should have education as a priority item. It discusses the problem of a generation of children who miss the opportunity for basic education because of insufficient funds, and it calls for strengthened interagency cooperation.

UNESCO. (1997). *Open and distance learning: Prospects and policy considerations*. Retrieved March 2, 2002, from the World Wide Web:
<http://unesdoc.unesco.org/images/0011/001107/110752e.pdf>

This paper is a reflective summary of the uses of open and distance learning (ODL), presented in a format to encourage consideration and discussion of ODL. Areas identified in the paper are ODL's challenges and opportunities, concept and contributions, present trends, and policy and strategy considerations. The paper concludes with UNESCO's policies on ODL.

UNESCO (1994). *Learning without frontiers: DE9: Distance education for the nine high-population countries*. Retrieved March 2, 2002, from the World Wide Web:
<http://www.unesco.org/education/educprog/lwf/doc/de9.html>

This UNESCO concept paper reviews the role of distance education to meet the goal of "Education for All" expressed at the 1990 Jomtien Conference. The E-9 countries role is discussed as a group that accounts for 50% of the world's population and 72% of the world's illiterates. The paper covers the backgrounds of the E-9 countries, the potential of distance education, the necessary conditions to reach that potential, and highlights some successful initiatives. The paper further sets the groundwork for an outline of action with emphasis on the importance of the initiative and the positive goals to be attained through partnerships. Expected outcomes are identified, a tentative plan of action proposed, and resources identified with the intent of interesting financial partners.

UNESCO. (1990). *World Declaration on Education for All and Framework for action to meet basic learning needs*. World Conference on Education for All: Meeting Basic Learning Needs, March 5-9, 1990. Retrieved March 2, 2002, from the World Wide Web:
http://www.unesco.org/education/information/nfsunesco/pdf/JOMTIE_E.PDF

The *World Declaration* begins with a Preamble identifying the extent of the illiteracy problem and identifies major constraints on the provision of universal basic education. "These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose" (p. 1). The document then provides a framework of what "Education for All" should encompass – (i) meeting basic learning needs (tools and content); (ii) shaping the vision ("an 'expanded vision' that surpasses present resource levels, institutional structures,

curricula, and conventional delivery systems while building on the best in current practices” (p. 4); (iii) universalizing access and promoting equity (women, girls, underserved groups, disabled); (iv) focussing (sic) on learning (“Whether or not expanded educational opportunities will translate into meaningful development – for an individual or for society – depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values” (p. 5); (v) broadening the means and scope of basic education (learning begins at birth; primary schooling; variety of delivery systems (specifically, mother-tongue literacy); and “all available instruments and channels of information, communications, and social action could be used In addition to the traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all” (p. 6).); (vi) enhancing the environment for learning (nutrition, health care, and general physical and emotional support); (vii) strengthening partnerships (“education, ... government and non-governmental organizations, the private sector, local communities, religious groups, and families” (p. 7).); (viii) developing a supportive policy context (“political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening” (p. 7).); (ix) mobilizing resources (“existing and new financial and human resources, public, private and voluntary may require a ... transfer from military to educational expenditure” (p. 8).); (x) strengthening international solidarity.

The *Framework for Action* provides implementation guidelines for “all those committed to the goal of Education for All in formulating their own plans of action for implementing the *World Declaration*. It describes three broad levels of concerted action: (i) direct action within individual countries, (ii) co-operation among groups of countries sharing certain characteristics and concerns, and (iii) multilateral and bilateral co-operation in the world community” (p. 1). The document provides a reasoned structure for developing measurable goals and objectives, including examples, but intends that each area of concerted action should establish its own. “12. Current practices and institutional arrangements for delivering basic education, and the existing mechanisms for co-operation in this regard, should be carefully evaluated before new institutions or mechanisms are created. Rehabilitating dilapidated schools and improving the training and working conditions of teachers and literacy workers, building on existing learning schemes, are likely to bring greater and more immediate returns on investment than attempts to start afresh” (pp. 4-5). Point 14 suggests foci for national and international efforts, but, in my opinion, does not place any emphasis on the international efforts developing workable and sustainable “innovative approaches to teaching and management” (p. 5). “23. Efficiency in basic education does not mean providing education at the lowest cost, but rather the most effective use of all resources (human, organizational, and financial) to produce the desired levels of access and of necessary learning achievement. The foregoing considerations of relevance, quality, and equity are not alternatives to efficiency but represent the specific conditions within which efficiency should be attained. For some programmes, efficiency will require more, not fewer, resources. However, if existing resources can be used by more learners or if the same learning targets can be reached at a lower cost per learner, then the capacity of basic education to meet the targets of access and achievement for presently underserved groups can be increased” (p. 9), and two ways of achieving this efficiency is through regional or international programmes. The *Framework* recommends assistance to families to encourage full participation in educational opportunities. The possibility of long-term assistance is addressed. The time line at the end of the *Framework*

covers ten years, not an unreasonable length of time for program development, implementation, and assessment.

At no point does the document make the process sound easy – it calls for identifying and assessing existing structures and needs, for developing budgets, and for making hard choices to reallocate budget funds to meet basic education needs. It does not call for elaborate or expensive mechanisms. It does call for partnerships among all interested stakeholders, and those groups are very broadly defined. What is interesting is that it presents it all as doable without mandating anything. Maybe what has been missing in the implementation approaches is the understanding of the importance of a commitment to follow the *Framework*, and this understanding seems to be missing from the partners of many of the initiatives.

U.S. Copyright Office. (1999). *Report on Copyright and Digital Distance Education*. Retrieved _____, 2001, from the World Wide Web: _____ (0614)

U.S. Congress (2001, 107th Congress). S. 487: *Technology, Education and Copyright Harmonization Act of 2001 (Introduced in the Senate)*. Retrieved November 12, 2001, from the World Wide Web: <http://thomas.loc.gov/cgi-bin/query/z?c107.s.487> (0614)

Usman, L. (2001). “No one will listen to us”: Rural Fulbe women learning by radio in Nigeria. In E.J. Burge & M. Haughey (Eds.), *Using learning technologies: International perspectives on practice*. London and New York: Routledge Falmer.

Usman presents the woman’s viewpoint on learning with technology. Nomads have an extremely low level of literacy “(0.02 percent, of which women constitute the majority, Ezeomah, 1998)” (p. 97). Traditional face-to-face methods are not adequate – a combination of insufficient teachers and low retention levels among students and teachers – and Usman sees radio, properly formatted, as a way of bringing literacy to the nomads, in their own time and location. The woman’s voice is missing in other articles, despite the other authors’ regular reference to the women’s almost nonexistent literacy.

Vanbuel, M. (n.d.). *Improving access to education via satellites in Africa: A primer*. Retrieved February 28, 2002, from the World Wide Web: <http://wwwh.imfundo.org/satprimer/contents.htm>

The report is a thorough, semi-non-technical coverage of satellites and their use in education. Topics include basics (including the impact of weather), cost, educational programs, and vendors. In addition to exploring present and future applications, Vanbuel is careful to emphasize realistic projections of the useful life, the drawbacks of satellite technology, and constraints such as infrastructure and human skill competencies. The inclusion of specific programs, vendors, and web links will require that the report be regularly updated.

Wagner, D. A. (July/August 2001). *IT and education for the poorest of the poor: constraints, possibilities, and principles*. Retrieved March 2, 2002, from the World Wide Web:
<http://www.TechKnowLogia.org>

Wagner reports on the work to be undertaken by a collaborative program, Bridges to the Future Initiative. The article is a condensed, yet comprehensive summary of their research focus, a basic question: “in what ways can IT-based learning and information resources be put to service to assist the poorest sectors of populations in diverse cultural settings?” (p. 49). Wagner identifies constraints as infrastructure and human skill competencies. He discusses the possibilities of reaching dispersed and diverse populations, raising the qualifications of the teachers, providing interactive and asynchronous options, and providing better customer focus for a diverse population. Wagner concludes with ten thoughtful core principles that will guide the work of the BFI.

Wagner, D.A. (May/June 2000). *Literacy, technological literacy and the digital divide*. Retrieved December 2, 2002, from the World Wide Web: <http://www.techknowlogia.org>

Walker, D., & Dhanarajan, G. (2000, May/June). *Education for all: The mass media formula*. TechKnowLogia [Online]. Retrieved March 2, 2002, from the World Wide Web:
<http://www.techknowlogia.org>

The authors present the case for using community radio as a “powerful technology for the delivery of education with enormous global potential reach” (para. 1). They list its strengths, discuss its under-utilization, the advantages of going digital, and the need for reform in licensing and regulations.

Wallace, P. (1999). *The psychology of the Internet*. Cambridge, MA: Cambridge University Press. (0605)

Watson, E., & Marrett, C. Distance education in the Caribbean: Past, present and future. *FID Review*, 1(2/3), 97-104. (0602)

Watson, E. (1999). Distance librarianship in the Third World: What are the challenges for the new millennium? *FID Review*, 1(2/3), 19-24. (0602)

Wilkinson, R. (n.d.). *IMFUNDO Project: Power sources*. Retrieved March 15, 2002, from the World Wide Web:

<http://imfundo.digitalbrain.com/imfundo/web/plan/documents/kb12/kb12.pdf?verb=view>
(link updated October 17, 2002)

Wilkinson summarizes the criteria to be used in matching local needs with determining an appropriate form of local power source. She uses tables effectively to summarize anticipated ranges of initial cost, amount of power each could supply, recurrent costs such as maintenance, and expected life. "The question that remains is: if a community has no access to power whether connection to modern forms of ICTs is appropriate as a first step" (p. 13).

Wolcott, L. L. (January-February 1995). The distance teacher as reflective practitioner. *Educational Technology*, 39-43.

The emphasis of the article's research is on audio conferencing techniques; however, the questions and suggestions are equally applicable to a web-based learning environment. Schön's *knowing-in-action* is used as the basis for her article. She models reflection through her review of how mediation alters communication channels. Her review of the practice of distance teaching emphasizes that a teacher experience distance learning from the perspective of a student.

Wong, A. T. (1997). Valuing diversity: Prior learning assessment and open learning. In A. Tait (Ed.), *Collected Conference Papers, The Cambridge International Conference on Open and Distance Learning*, (pp. 208-216). Cambridge, UK: The Open University.

Wong presents a thorough and thoughtful review of prior learning assessment (PLA) – what it is, how to evaluate it, and how to implement it within an institution. She makes a good case for an institution adopting PLA as a means of making program delivery and administrative systems more learner-centered. The attention paid to faculty resistance is merited, and her approach of having faculty reflect on how they learned what they learned appears to be a good way to open the process. As the student population continues to expand to include more – or even a majority of – "non-traditional" learners, recognition of non-formal learning will become increasingly important.

World Bank. (2002). *Africa region human development working paper series: Enhancing learning opportunities in Africa: Distance education and information and communication technologies for learning*. Retrieved October 17, 2002, from the World Wide Web: www.worldbank.org/afr/hd/wps/dl_ict_education.pdf

World Bank. (2002 March). *Africa region human development working papers series: Skills and literacy training for better livelihoods*. Retrieved October 17, 2002, from the World Wide Web: <http://www1.worldbank.org/education/adultoutreach/Doc/Skills%20and%20Literacy.pdf>

The authors report on the feasibility and benefits of combining literacy and occupational training. "Knowledge and skills by themselves cannot guarantee a decent livelihood...the economic environment must be supportive [and] local norms, broader institutional factors, local resource endowments, infrastructure, and sources of finance all need to be favorable before education and

training can be fully fruitful” (p. 42). They emphasize the importance of developing training to meet the needs of all – including non-literate and very poor adults. The paper ends with ten recommendations for what should be included in the vocational educational policy. Of interest is the comment that planning should be “in terms of decades rather than three to five years” (p. 42).

World Bank. (2001a Sept.). *Africa region human development working paper series: Issues in child labor in Africa*. Retrieved October 17, 2002, from the World Wide Web: http://www.worldbank.org/afr/hd/wps/child_labor.pdf

The paper calls for an Africa specific approach to child labor. The authors evaluate child labor from several perspectives and draw conclusions about the roles the World Bank could play in alleviating child labor. “Even more importantly, African child labor is an African problem, and the Africans themselves should take responsibility for developing effective and sustainable strategies to eradicate its harmful aspects” (p. 31).

World Bank. (2001b Sept.). *Africa region human development working paper series: Community support for basic education in Sub-Saharan Africa*. Retrieved October 17, 2002, from the World Wide Web: http://www-wds.worldbank.org/servlet/WDS_IBank_Servlet?pcont=details&eid=000094946_01110204011330

The paper provides an excellent report on the considerations surrounding community involvement in basic education. “A proper analysis of what communities can and cannot be expected to do in education, and what types of support they require from educational partners, is essential for identifying cost-effective and replicable approaches that work in the African context, and for ensuring that scarce public resources are directed to where educational needs are greatest” (p. 2). The paper is divided into six parts: (i) a summary of community involvement; (ii) definitions; (iii) rationales; (iv) what can and cannot be expected; (v) a review of World Bank education projects; and (vi) key implications. The paper identifies weaknesses in current World Bank projects and what is needed to strengthen future projects to ensure sustainability and replication. The paper clearly states several times that solutions must be community specific and that a blueprint with local adaptations will not work.

World Bank. (1999). *Zambia: Basic education subsector: Investment program*. Retrieved March 11, 2002, from the World Wide Web: <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20026120~menuPK:34471~pagePK:40651~piPK:40653~theSitePK:4607,00.html>

This site is an announcement of a program approval “extended to the Government of Zambia under the framework of its Basic Education Sub-sector Investment Program (BESSIP).” The program goal is “a gross enrollment ratio in grades 1-7 of 100 percent by 2005 ... While BESSIP is national in scope, it specifically targets poor districts, improves access to basic education and improves the overall quality of life for the poor.”

World Bank. (1999). *World development report: Knowledge for development*. (Part I, pp. 16-56). New York: Oxford University Press. Retrieved August 28, 2002, from the World Wide Web: <http://www.worldbank.org/wdr/wdr98/contents.htm>

Chapter 1 discusses knowledge – particularly, its role in economic growth. “But some studies have found that some knowledge-related factors affect countries’ growth rates. In addition to human capital, they include investment in R&D, openness to trade, and the presence of infrastructure to disseminate information” (p. 22). Chapter 2 discusses acquiring technical knowledge, whether by creation or adoption. “Narrowing knowledge gaps within countries is as important as narrowing those between them” (p. 26). Important are “right policies and appropriate infrastructure—for transport, for communications, for standards, indeed for doing business” (p. 39). Chapter 3 discusses absorbing knowledge and covers all levels of education from basic through tertiary to lifelong learning. Emphasis is placed on *what* students are taught as well as the need for a “healthy investment climate, a stable macroeconomy, and fewer state monopolies” (p. 43). Fundamental concerns are uneven distribution of gains in access, less government spending on education for the poor, poor or mediocre quality education, and inefficient provision of services. Also addressed are the issues of decentralizing, accessibility of information, who should – and how to – pay for education, and using new technologies.

WorldSpace Corporation, 2002. *WorldSpace Satellite Radio Content List*. Retrieved 25 Oct. 2002 from <http://www.worldspace.com/productsservices/programguides/guide.p df>

WorldSpace Foundation, 2002. *African learning channel*. Retrieved 25 Oct. 2002 from <http://www.worldspace.org/alc.html>

WorldSpace Foundation, 2002. *ALC Broadcast Schedule*. Retrieved 25 Oct. 2002 from <http://www.worldspace.org/alcschedule.html>

Yates, C. (2000). *IMFUNDO Project: Adult basic education at a distance: A review of experience*. Retrieved March 1, 2002, from the World Wide Web: <http://www.imfundo.org/Yates/contents.htm>

Yates addresses the issue of adult literacy from the perspectives of why are so many adults illiterate, why is the problem so difficult to solve, and will technologies assist or exacerbate the situation. Much of his work is based on Perraton’s *Open and Distance Learning in the Developing World* and Perraton and Creed’s *Applying new technologies and cost-effective delivery systems in basic education*. His discussion of information technology enabling the shift from mass standardization to mass personification is of interest. He suggests sub-dividing learning modules into “granules” as a means of facilitating demand-led learning. In conjunction with this development, he underscores the need for “standardisation of knowledge retrieval and communication systems and learning development protocols” (“p. 12”).

Yates, C., & Bradley, J. (Eds.). (2000). *Basic education at a distance*. London: Routledge.

Yates, C. (n.d.). *Teacher education at a distance: Lessons and experience from Sub-Saharan Africa*. Retrieved October 23, 2002, from the World Wide Web:
http://www.iec.ac.uk/resources/c_yates_paper_1.pdf

Yeaman, A.R.J. (2000). *Coming of age in cyberspace*. *Educational Technology Research and Development*, 48(4), 102-106. (0603)

Yerbury, C. (1993). *Editorial in English: Meeting of two worlds: Distance education in Latin America*. Retrieved June 20, 2001, from the World Wide Web:
<http://www.icaap.org/iuicode?151.8.3.6> (0603)

Zakama, K. L. (n.d.). *Providing functional education to pastoralists: The approach of a non-governmental organization*. Retrieved October 2, 2002, from the World Wide Web:
http://www.iec.ac.uk/resources/kabura_zakama.pdf

The author presents a study of one particular non-formal learning initiative, an advocacy project, developed through the Pastoralist Development Initiative (PDI). “PDI started by assisting the pastoralists to assess the needs and analyse the assets of their community. The training components were then participatorily drawn up and was facilitated by members of PDI and other resource persons” (para. 3). The outcome of the project was positive, and “The pastoralists at Dutsen Baupma have requested PDI to design a literacy programme for their women who are already involved in Koranic classes” (para. 15). “The aim and objective of PDI is to so empower the pastoralists that they will be able to identify what they want to learn, when, where and how they want to learn it and who should acquire the learning” (para. 17).

Zvacek, S. M. (2001). Confessions of a guerilla technologist. *Educause Quarterly* (2). Retrieved August 2, 2001, from the World Wide Web:
<http://www.educause.edu/ir/library/pdf/eqm0129.pdf>

Zvacek uses the analogy of guerilla warfare to build a case for implementing change in a resistant organization – a traditional university. She identifies five tactics: moving among the people; using persuasive techniques; constant activity; judicious use of retreat; and working with ‘regular’ forces. Her presentation is light, it’s easy to read, and it’s full of excellent, usable suggestions.

Web Sites

European Federation for the Education of the Children of Occupational Travellers (EFECOT).
(n.d.) - <http://www.efecot.net>

International Rescue Committee - <http://www.theirc.org>

Making Waves -
<http://www.rockfound.org/display.asp?Collection=3&context=1&DocID=423&Preview=0&ARCurrent=1>

Pace Project - http://www.pace-project.info/html/report_summary.htm

Simputer – <http://www.simputer.org>

WorldSpace Corporation - <http://www.worldspace.com>

WorldSpace Foundation, 2002. *African learning channel*. Retrieved 25 Oct. 2002 from
<http://www.worldspace.org/alc.html>

WorldSpace Foundation, 2002. *ALC Broadcast Schedule*. Retrieved 25 Oct. 2002 from
<http://www.worldspace.org/alcschedule.html>