

MDE Newsletter

UMUC/UNIOL

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Editorial

The need for having a regular communication channel with our graduate students has motivated the emergence of **MDE UMUC/UNIOL**. As you know, the acronym in the name of this publication stands for Master of Distance Education, which is offered through a partnership between The University of Maryland University College and the Carl von Ossietzky University of Oldenburg, since Spring of 2000.

This Newsletter will be published 3 times a year with the purpose of updating our online learners on official policies, student and faculty activities, personal achievements, and distance education news. Students and alumnae are invited to send information, comments and feedback to the editor. Any topic of general interest for our community of learners is going to be considered for inclusion, though it is not guaranteed that the information sent will be published.

2002 has been a very positive year for the Master of Distance Education because the team has grown in spite of economic recession, and the effort of the first 2 years starts to be translated into concrete results. **Yolanda Gayol** joined UMUC as Program Director last December, **Rob Sapp**, the Director of LeaDs at the Office of Information Technology of UMUC (in other words, the Director of the WebTycho development team) is beginning development of OMDE632, and **Som**

Naidu will start teaching OMDE607 in the Fall semester.

Students have also contributed to the increased optimism in the **UMUC/UNIOL** partnership, since we have now enrolled 400 active adults pursuing the MDE. Moreover, **47** students have earned a total of **64 Graduate Certificates**, and **3** already have become Masters Degree alumnae.

Students and Faculty are writing papers and presenting them in DE Conferences and Oldenburg has published a successful series on distance education called **ASF**. Time for consolidation has arrived and we would like your support in this new developmental phase of **MDE**. Thanks for your efforts as students and congratulations to the alumnae!

Gene Rubin & Ulrich Bernath

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New Books Just Published

The ASF Series

Oldenburg University has recently published a new series of books that are focused on Distance Education and specifically, relate to the MDE program. You may remember the authors from the OMDE601 and OMDE606 courses. These new texts will be added to the readings in 601 and 606

Thomas Hülsmann, *The costs of open learning: a handbook.*

This handbook is designed to help educational managers how to use open and distance learning. It examines the comparative costs of various educational technologies based on eleven case studies from six European countries.

Boerje Holmberg, *Distance Education in Essence - An Overview of Theory and Practice in the Early Twenty first Century.*

The author looks carefully into the character and applications of distance education, and presents a revised version of his much discussed overarching theory. Particular attention is paid to the innovatory character of distance education and the role of technology in today's practice, which is regarded as an auxiliary means that may serve educational purposes, but is not important in itself.

Otto Peters, *Distance Education in Transition - New Trends and Challenges.*

The author presents a synopsis of recent analyses and interpretations of the revolutionary impact of digital information

and communications technologies on teaching and learning. He widens and deepens his pedagogical approach to distance education and preserves the legacy of distance education in a new era.

These books are quite reasonable in cost and can be ordered from the Learning Marketplace at

<http://umuc.edu/distance/odell/mktplc.html>.

If you would like additional information about the ASF Series please go to:

<http://zefnotes.unioldenburg.de/ASF/ASF.nsf/Series>

There are several additional books in the works including a volume on *Reflections on Teaching and Learning in an Online Masters Program*, which is written by the faculty and students about the MDE program

This series is an important achievement by Oldenburg University and there are very few institutions that publish works such as these. We should be proud that it is associated with our MDE.

Ambitious Goal:

▪ New Marketing Strategy

Two years after its start and many successful experiences, the Master of Distance Education program has attained maturity and now has resources to actively recruit new students.

So far, the Program Coordinators have not actively engaged in niche marketing activities. But from now on, they will have a very active role aiming to increase enrollments and as well as making the MDE more visible in international settings.

This expansion of the program will be useful for current students since having enough learners enrolled each term means that course cancellation are less likely to occur.

It is our goal to have enough active students in the program to ensure that all electives can be offered each year.

As it turns out, it seems that the most effective way to communicate about the program to potential students is **word of mouth**. You are our best advertisers. Our data shows that more students learn about the program from existing students than any other way (except for, perhaps, Internet searches). Therefore, we decided to call for volunteers among our active students. If you decide to help us, please spread the word among family members, friends, and colleagues, on the advantages of being a graduate student in the Master of Distance Education.

Some strategies to improve the rate of new enrollments are:

- Talk about the MDE program with your friends and colleagues
- Mention the Master Program in professional forums and social circles when you present a paper, project or speech related to distance education
- Subscribe to listservs related to education and e-learning and mention the program incidentally, as part of the list discussions.
- Develop a fact sheet that includes 5 important reasons for choosing MDE as a career path
- Write a paper and submit it to a conference in which you describe your experience as MDE student or DE specialist

Generic ideas that you can share about the Program:

- UMUC is a fully accredited institution
- The international flavor given by the partnership between Oldenburg and UMUC

- The flexibility of time, which is very appropriate for adults with full time jobs or raising children.
- The tremendous growth of on-line learning in all sectors and levels.
- The possibility of earning a graduate certificate during the Master Program in the area that fits better training needs and interests of educational, corporate, military, non-government organizations
- Share our websites with interested parties at: <http://info.umuc.edu/mde/>.

Of course, we are pursuing other strategies to achieve our goal. For example:

- A systematic data gathering from the new students. A survey of OMDE601 student intentions has been ongoing since the program's inception. Among other things, we found that the Internet seems to be the best information source to formally advertise the MDE Program. Thus, we are producing a promotional multimedia that will be added to our Web site soon, and you may have seen a few banner ads on websites like Distance-Educator.com.
- A comprehensive survey of our present students, looking at their course-taking behavior, where and how they learned of the program and when they plan to finish. We are particularly interested in their rate of progress in the program and what support they need to help them finish.
- A series of brown bag lunch seminars on e-learning and the knowledge economy that are being scheduled to introduce the MDE Program to corporate, military, and educational audiences in Metropolitan D.C.
- Presentation of the MDE at Distance Education Conferences. Yolanda Gayol is traveling to Wisconsin in August carrying a Display and flyers to introduce the MDE to the conference attendants. Uli Bernath has recently

presented a paper on the MDE at the EDEN conference in Granada, Spain. There are at least 4 papers on the MDE being presented at the upcoming ALN conference in Orlando, Florida.

- Open Houses. Gene Rubin and Yolanda Gayol are participating in the UMUC open houses to recruit new students for the Fall and Spring Semesters.
- Publications in specialized journals about MDE are forthcoming. The ASF series (mentioned elsewhere in this Newsletter) is close to finishing a monograph in which students and faculty contributed chapters that reported their experiences as students and faculty members.
- Research and evaluation of MDE courses is an emergent activity that could increase the visibility of our Program in academic forums.

Finally, volunteers interested in systematically supporting the recruitment process could apply for an internship with Yolanda Gayol (ygayol@umuc.edu). New ideas and marketing strategies are welcome, and they will be discussed with Gene Rubin and Ulrich Bernath.

It almost goes without saying that we think our efforts to keep the MDE viable will save time and money for organizations interested in creating or improving distance education programs because more qualified professionals would be available to manage resources, train faculty and deliver courses; in other words, to manage their distance education and training efforts.



Curricular Changes

New Course Title, Number, and Status of OMDE624

During the First Faculty Meeting held in Oldenburg last January, the joint faculty decided to change the significance of the course: "Student Support in Distance Education (OMDE 624)" because one of the core values of the field is the learner centered approach. OMDE 624 will become a CORE course in the Fall semester of 2002, along with a change in the name and number of the course. From now on OMDE 624 will be OMDE608 and the new course title is "Student Support in Distance Education and Training".

New Course Title, Number, and Status of OMDE605

Effective Spring term, 2003, the course "New and Emerging Media in Distance Education (OMDE 605)" will become an ELECTIVE and will be renumbered to OMDE 620. The new course title is: "Training & Learning with Multimedia".

All students who have taken OMDE 624 or OMDE 605 will be given the choice of using the course as a core or an elective course. However, if one course is chosen as a Core course then the other (if taken) must be chosen as an Elective.

Students who were accepted to the program before Fall, 2002, but had not taken either OMDE 605 or OMDE 624 will be allowed to choose either OMDE 608 or OMDE 620 as a Core course. If the other course is taken, then it must be used as an elective. (e.g. both courses cannot be used as Core courses or both cannot be used as Elective courses).

Students accepted into the program as of Fall 2002, will be entering under the new regulations.

Change of Course Titles in OMDE 604 and OMDE606

Effective Spring term, 2003, OMDE 606 will have the title: "The Management of Distance Education 1: Cost Analysis". In addition, as of Fall, 2002, the title of OMDE604 will change to : "The Management of Distance Education 2: Leadership in D.E." These changes were made to more accurately reflect the content of these two courses.

This information is also available at MDE web site. (<http://info.umuc.edu/mde/>)



OMDE690 The Distance Education Project and Portfolio course

There are two tasks required in OMDE690: Completion of a Project and a Portfolio. It is estimated that your time investment should be approximately 2/3 on the Project and 1/3 on the Portfolio. Both the Project and the Portfolio must be achieved with 15 weeks.

The workload for this 3 credit course is similar to the workload of other OMDE courses. It is estimated that a 3 credit course requires a MINIMUM of 150 hours of work, but may require more.

What is a Project?

The Project should come from your experiences within the MDE program.

You need to think through the courses and content that you have so far completed and determine if a particular aspect of distance education has peaked your interest. You need to also analyze each further course that you take with the idea that you might be interested in further exploring something that interests you. Try maintaining a file that contains these kinds of ideas, and feel free to note down *anything* that interests you, no matter how trivial or huge. When it comes time to propose a 690 project, you can then look through this list.

The 690 project is designed to be an “inclusive” activity. The distance education project will reflect your sophistication in and knowledge of the field and asks to you create an outcome that is worthy of a professional in the field. This means that we expect the project to be kind of like an “apprentice piece”, where the apprentice furniture maker designs and creates a piece of furniture that shows off his/her skills as a master furniture maker.

Any other approach to the Distance Education Project would be a matter of negotiation with the OMDE690 faculty.

What is a Portfolio?

Each Master's student will work towards the development of a personal portfolio. The goal of the portfolio is to demonstrate your qualifications gained in the field and to provide evidence of your competencies and skills in a variety of disciplines/roles. It is our hope that this Portfolio would end up being your passport to the professional world.

The portfolio contains formal and voluntary documents. Formal documents are appropriate assignments and other contributions to the final grades in each course. Obviously you will want to choose

your best. Voluntary documents may show any other kind of active participation while you have been enrolled in the Master's program. These voluntary contributions allow students to show their proficiency and skills as a professional distance educator. In addition, the Portfolio will contain your Resume or Curriculum Vita, and may contain a photograph and graphics. This portfolio is a requirement for successful completion of the final Distance Education Project course.

Each student is responsible for keeping a permanent copy of the various assignments and documents from each course. You should not rely on WebTycho to be your storage area nor should you rely on a UMUC student computer account, since these will sometimes be deleted. You should keep copies on your own computer and remember to keep (several) back up copies on floppy disks.

Assessment

OMDE690 will be graded on a Pass/Fail basis. Projects may be published internally (within the MDE program - accessible only to MDE students). Some Projects will be judged as publishable to the external community. There may be some exceptions to this policy to protect some content or people. These decisions will be made by the two Directors from UMUC and Oldenburg.

Due Dates

The outline or Project plan should be submitted by the end of the 3rd week. A draft of the portfolio should be submitted by the end of the 8th week.

Format of the Project and Portfolio

The Portfolio MUST be submitted as a webpage /website. We also strongly urge

you to submit your final project as a web document or website.

Therefore, we highly recommend that all MDE students purchase web development software (such as Dreamweaver) and learn how to adequately use it..



News

Spring 2002 Faculty Meeting

Last January, the core faculty of MDE met at the University of Oldenburg, Germany. Michael Beaudoin, Jane Brindley, Yolanda Gayol, Judy Roberts, and Gene Rubin, were hosted by Oldenburg Program Director Ulrich Bernath, Thomas Hülsmann, UNIOL authorities and the staff. For 3 days, the faculty of the MDE exchanged ideas on their courses and discussed policies and pedagogical strategies that would help to improve the MDE Program in the immediate future. Gene Rubin has posted some pictures at the MDE web site. We will be organizing a second Faculty meeting in Orlando, Florida in November, since several of the faculty are presenting papers at the Asynchronous Learning Conference 2003. If students are planning to attend to ALN conference, please contact Yolanda Gayol because she would be willing to organize a social gathering between students and faculty.



Student and Faculty Event

On May 18, students met informally with UMUC/UNIOL directors at the University of Maryland University College. Students and faculty agreed that it was exciting to put a human face to the names of those peers only met on-line so far. The exchange of ideas was very rich academically and socially. The event included a dinner

financed by each student. After the welcoming words from Ulrich Bernath, Eugene Rubin and Yolanda Gayol those attending received a mug and some bought a T-shirt with a legend in blue saying: “**MDE students do it at a distance**”

Because the MDE students are dispersed all over the United States, and indeed, the world, it is difficult to choose a location that would provide a fair opportunity of attendance to the majority of our community of learners. This time, the decision was made mainly because our gathering coincided with UMUC Commencement Ceremony (starting at 9a.m. at Cole Field House) and we wanted to recognize our first Master's graduates, as well as many of the students earning certificates in different distance education specialties of our Program. However, we are aware that this decision leaves many of our far away students unable to attend, so we have started working on the planning of future meetings, scattered in different national and world regions, to enable face to face faculty-student meetings for more graduate students.

The first graduate student meeting was held on November 4, 2000 and approximately 30 students and 6 faculty attended. It became such a memorable occasion that many of the attendees have asked to make it a regular activity of the Masters Program. You can see the pictures taken at this meeting at: <http://info.umuc.edu/mde/sat11-4.htm>. We have since met various MDE students at a number of conferences, and plan to regularly announce our attendance at these events in the future, so that students can arrange to meet (and perhaps dine) with us.



How to Apply for a Graduate Certificate

As students are pursuing the Master Degree, they are entitled to earn a Graduate Certificate that could be used as a credential to qualify themselves in the market of distance education. As you may remember, the MDE offers 5 graduate certificates: Distance Education in Developing Countries, Distance Education and Technology, Foundations of Distance Education, Library Services in Distance Education, Teaching at a Distance and Training at a Distance. Each of them are worth 12 credits that could be earned through different course combinations.

Students who enroll in the MDE do not automatically earn a graduate certificate; there is a process of planning your course taking patterns and a procedure to request it. Details on the course combinations for each certificate are found Certificate descriptions available on-line at:

http://www.umuc.edu/grad/certificates/dist_ed.html

Once you have completed all of the courses in a particular Certificate:

1. Go to the MDE web page at: <http://info.umuc.edu/mde/>
2. On the left side of the page, look for the 6th line that reads “**UMUC Services**” and click on it.
3. On the central area look for the pdf file: ***Application for a Graduate Certificate*** and click on it.

Fill in the form and send it by fax to the Graduate School at **(301)985-7175**

4. If you miss the due date, the certificates will be issued the following semester.

These are the due dates:

<i>Month of Certificate to be Conferred</i>	<i>Due Date</i>
December	October 1
May	June 15
August	December 15

How to... Create your own Web Page

We would like to encourage all the MDE students to take advantage of the space on the UMUC server and instructions available on UMUC's website to create a personal web page. This effort will increase your technological proficiency as a soon-to-be expert in distance education. You might note that it is a requirement of the OMDE690 course that student present their Portfolio as a website, so practice makes perfect!

To create an account on our UNIX server, go to:

<http://coldfusion.umuc.edu/suppserv/it/hosts/itfaq.html>

To learn how to create a Web page go to:

http://coldfusion.umuc.edu/suppserv/it/hosts/web_page.html

For those of you who have taken OMDE607 or OMDE623, these instructions are on your CDROM.

Alan Haefner successfully concludes his MDE

This Summer, Alan Haefner, who started his Master degree in 2000 with the very first class of students, completed the requirements, making us proud of his success in the MDE learning community.

Alan created an excellent e-portfolio that will be available soon for review at MDE web site. His final project analyzed the theory and models available in literature to explain drop out in distance education. In this final project, Capt. Haefner explores briefly the history of distance education, defines drop out, and presents an excellent review of the literature on drop out theories and models. Subsequently, he introduces interesting ideas to manage drop out cases by exploring the diversity of suggestions made by specialists in the field. Alan's final project will be also made available to MDE students.

Congratulations on your achievement Alan!

In the next issue we will include the successful stories of 2 other alumnae. Wait for the news!



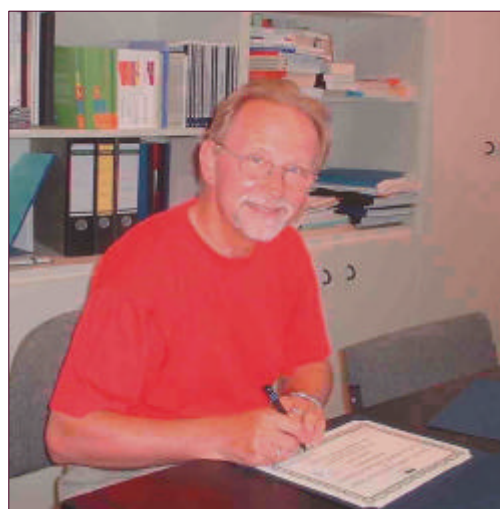
MDE students meet a world away. In the third week of July as the US Navy Amphibious Task Force enroute to the Global War on Terrorism passed through Singapore, UMUC MDE distance learners met for the first time. Tzemin Loo and her husband Joel, residents of Singapore, visited Capt. Alan Haefner on his flagship USS Belleau Wood.

Student name	Certificate
William H Armstrong	Foundations
Deborah M Bartlett	Foundations
Kathleen H Beckman	Teaching
Wendy Bedwell	Foundations, Training, Technology
Lawrence L Bish	Foundations
Lisa M Blaschke	Technology
Paul E Bolton	Training
Donald W Bunis	Foundations
Sean S Bupara	Library
Suzanne E Burk	Teaching, Technology
Annmarie Clattenburg	Foundations
Joyce A Davis	Teaching
Josephine Deguara	Teaching
Edna Delaglio	Technology, Teaching
Holly A Denney	Foundations
Charlotte A Donaldson	Technology, Teaching
Rachel J Drake	Teaching
Farah Ebrahimi	Teaching
Hada Flowers	Teaching
Lisa E George	Library, Technology
Alan M Haefner	Foundations, Training
Karen Laurie Howland	Training
Charles Kalnbach	Training
Angela M Lindsey	Technology
Michael P Lindsey	Technology
Patricia L Littlefield	Technology, Teaching
Neil C Lucas	Training
Joseph Mc Elwee Jr	Technology
Tracy Mc Lean	Technology, Teaching, Training
Kevin P Miller	Foundations
Linda A Monzo	Foundations
Susanne Offenbartl	Foundations
Bradley D Paleg	Technology
Crystal D Parks Evans	Foundations, Training
Christine A Pereira	Teaching, Technology
Sandra S Poinsett	Technology
Michael Leon Porter	Technology
Michael J Reese	Foundations
Maria L Rotella	Teaching
Mong K Sai	Foundations, Training
Walter G Seabold	Training
Charlene Templeton	Teaching
Courtney L Terry	Technology
Gerald Thompson	Technology, Teaching
Christine P Walti	Foundations, Library, Training
Tina N Williams	Training
Laura M Wolanski	Technology

Certificate Graduates

One of the most important events of 2002 has been that 48 students completed the requirements to earn a graduate certificate; and some of them earned two or three of them!

Dr. Wolf-Dieter Scholz, Dean of the School of Education at the University of Oldenburg signed the Certificates representing UNIOL, and Dean Chris Hannah signed them for UMUC.



Dr. Wolf-Dieter Scholz signing the MDE Certificates, in Germany

MDLA Today

On August 2, The Maryland Distance Learning Association held an event on [Videoconferencing Technology](#) Broadcast over the UMATS Videoconferencing System. They reached Salisbury, Frostburg, UMBC Technology Center and UMCP. Dr. Eugene Rubin was the founding President of MDLA and presently it is a chapter of USDLA, with several hundred members. If you are interested in joining the MDLA, you can visit <http://www.marylanddla.org/> or simply attend its annual meeting and conference held on April.

MDE New Faculty Members



Som Naidu, from the University of Melbourne and editor of *Distance Education* will start teaching OMDE 623 in the Fall.

He is Associate Professor and Head of "Research and Evaluation Services" in the Department of Teaching, Learning and Research Services (Information Division) at The University of Melbourne. As head of the section, Dr. Naidu coordinates the work of a small group of staff who provide a range of research and evaluation support services to academic staff and students of the University. Staff in the Section also engages in research and evaluation activities to do with technology enhanced teaching and learning. His web page with a complete professional profile can be found at:

<http://www.infodiv.unimelb.edu.au/telars/staff/naidu.html>

Rob Sapp

Rob Sapp taught OMDE 603 with Gene Rubin during the Summer. He has been involved in education and technology for over 15 years. Much of his career was spent at Johns Hopkins Medicine, where he directed the Department of Advanced Technologies and Information Services and was a faculty member of the School of Medicine. Rob also co-founded the Center for Distributed Medical Education, an organization designed to extend the instructional knowledge base of Johns Hopkins worldwide.

More recently, Rob was the Chief Learning Technology Officer for Excentia, Inc., an eLearning and content development company that distributed curricular content

from the Nation's top business schools and marketed it to large law firms and Fortune 500 companies. In this role, Rob was responsible for creating a comprehensive eLearning platform including a Learning Management System, content development and deployment resources, and performance support tools. Rob has also been the Chief Information Officer for Fitness Today, Inc., an information services firm dedicated to providing continuing professional education, electronic resources, and products to allied health professionals.

Rob holds a Doctor of Education from the University of Pennsylvania where his dissertation, "Creating and Applying Criteria to Evaluate Online Continuing Education" was accepted with distinction. Rob also holds an MA in Instructional Design from the University of Maryland Baltimore County (UMBC) and an MS in Educational Technology from the Johns Hopkins University. His undergraduate work was English, also at UMBC.



Explore....

SCORM and ADLneT

Learning objects can be succinctly defined as micro-units of knowledge. They became an important issue in distance education because the developers have promised universal accessibility and transferability to any platform around the world.

Three centers in the United States and one in Europe have been established to develop learning objects. These groups, clustered in co-labs, seek the full participation of educational institutions. It is important to pay attention to learning objects because 6.2

billion dollars have been recently allocated for its development.

First hand descriptions about learning objects can be found in the Co-labs, available on the Internet at: http://www.wiadlcolab.org/what_new/index.html

A critical perspective of this promising interchangeable repository of knowledge is essential to have the whole picture about the value of learning objects. One of them is available at : <http://www.downes.ca/me/presentations.htm>



Add your Name to the Literature on DE

The faculty of MDE want to encourage all the graduate students to consider writing a couple of papers and then submitting them to conferences related to distance education. Consider that if the abstract is accepted, writing and presenting a paper would increase your visibility in the field, enhance your experience and it would be an important asset in your e-portfolio and your Resume. Even if the abstract is not accepted you will gain experience in the process of becoming a proficient and persuasive DE specialist. Important conferences are on the horizon this summer, among them, NUCEA and ICDE 2003 . NUCEA stands for National University Continuing Education Association, and it has announced on the Internet that the Annual conference will be held on March 28-30, 2003, in Chicago, Illinois. The call for proposals is still open but tight, because the submission of abstracts is due on September 1. Students interested in facing this challenge could visit the web site at: <http://www.nucea.edu/>.

In addition, the ICDE Conference 2003, one of the most important in the field, has postponed the submission of abstracts to October 31, 2002. The XXI International Council for Open and Distance Education will be held in Hong Kong. Certainly the location represents an economic challenge but if your paper is accepted and you have an employer interested in distance education, maybe you can be sponsored. The 21st ICDE World Conference aims to document achievements and investigate the challenges facing those seeking to provide open and distance education for all learners in a world that is becoming increasingly networked. The main theme for the Conference is Lifelong Learning in a Networked World.

Students interested in exploring ICDE as an option could visit: <http://www.ouhk.edu.hk/hk2003/>.



Mini Papers Development of Distance Education (Read at MDE 2002 Student Gathering)

Yolanda Gayol

Distance Education was not born with the Internet
Gene Rubin

In May of 1893, Dr. William Rainer Harper, President of the University of Chicago, was defeated by the Faculty Senateⁱ in his attempt for providing 50% of the University Programs as accredited off-campus education. After a long and strenuous debate led by President Harper on one side, and Laughlin and Hale, on the other (Murphy and Brucker, 1976)ⁱⁱ, the Official Bulletin of the University published that “*no more than one third of the work towards a degree could be done in absentia*”. Concerning graduate courses, it

was stated that “*no Master’s degrees to be granted away from the campus*”(Storr, 1996)ⁱⁱⁱ. May 1893 and May 2002 match in the idea of transcontinental partnerships since Harper had an European partner, Richard Moulton, who supported Harper in the first effort made in the United States, to provide higher education at a distance. However, Moulton had to move to US. To be able to pursue this goal. Although the partnership did not give the results initially expected, Moulton and Harper opened the avenues that allows us to have you as an off-campus community of learners, fully recognized as legitimate students by the institutions of higher education, accrediting agencies and employers.

In spite of the resistance to allowing off-campus education at the University of Chicago, after 10 years of extension, the results clearly showed its success as a democratic practice. The university had at that time, 360 centers distributed in 21 states supported by 715 traveling libraries that supplied printed materials for 1,326 courses. Extension services provided 272,967 seats for university courses at a cost of \$75,000. This figure was then equivalent to the salary of one professor for 10 years. Harper expressed his satisfaction with these results as he declared that “*no other university effort had given so much with such a little financing*” (Storr, 1996).

The one hundred and nine years elapsed between these 2 events, tell the story of adoption of core values personified by Harper, Moulton and others during the XIX century. Access, flexibility, and provision of opportunities to pursue higher education degrees by adults. These core values were preserved for at least for 4 generations of relays who fought and pushed ahead for the same ideals. They made it possible the erasure of restrictive norms, and the expansion of opportunities of professional development to new generations. In some

way, we ought to Harper and other pioneers with similar ideas, the opportunity of being together this evening.

The status of distance education has turned 180 degrees in American society since that sad month in Chicago. In May 2002, a collective effort was needed to bring our graduate students to a social gathering for one evening!. Ulrich Bernath did not need to live in U.S. to be an MDE professor and Program Director. He simply flew from Germany to meet with 20 of our 400 active students. This event coincides with UMUC commencement ceremony, held this morning at the Cole Field Building where 1,100 students graduated from programs offered at a distance, and they came only to receive their Bachelors and Master Degrees diplomas, for the pure sense of occasion, since this is not a requirement. UMUC is the most important international distance education university of the United States, often praised by focus groups and institutions watching the growth and development of the field (Forbes Magazine, among them).

Presently, distance education in the United States, is in the process of becoming a highly visible option in higher education. According to the most recent information released by the National Center of Education Statistics, “*about one third of the nation’s 2- and 4-year postsecondary education institutions offered distance education courses during the 12 months of 1997-98 academic year*” (NCES, 1999)^{iv}. In addition, -- continues the report--the possibility of completing degree and certificate programs solely through distance education, “*offers the potential for the most dramatic changes in access and opportunity*” (p.iv). Graduate first professional degree programs are most likely to be offered in business and management, health professions, engineering, and education (p.31).

Furthermore, the military issued last year a policy of the Department of the Army Distance Learning, stating that they wanted to “provide immediate guidance for implementation of the army distance learning (dl) program.” (Department of the Army, 2001)^v Training includes: military and civilian training/education: military occupational specialty (mos) qualification courses; additional skill identifier (asi) and skill qualification identifier (sqi) courses; reclassification courses; officer functional area and branch qualification courses; warrant officer technical certification; professional military education courses for officer (oes), warrant officer (woes) and noncommissioned officer (ncoes); and functional training/education courses which can be delivered via dl.

In other document that called soldiers as distance learners, issued in Fort Monroe, Virginia, it is stated that Army Distance Learning courseware must address the diverse needs of *adult learners*, which include “the requirements to: 1) know why learning the knowledge or skill is necessary, 2) direct their own learning, 3) contribute their experiences to the learning situation 4) apply what they have learned in solving real world problems, and 5) feel competent and experience success throughout the training program.”(abell, n.d.)^{vi} All of these principles are familiar to you.

The former story on the early efforts to provide distance education alternatives for adults in the United States has a moral. Whatever field of practice is chosen after graduation, being corporate, education, multinational, military sectors or non-government organizations, remember to keep a personal commitment; add a couple of footprints to the path opened by our predecessors because “distance Education is about access”^{vii}

You have the responsibility to preserve those core values, to improve the practices, and to remember those who preceded us.

ⁱ The governing board of the University of Chicago.

ⁱⁱ Murphy, M. and Bruckner, R. (1976) (Eds.). *The idea of the University of Chicago, Selection from the papers of the first eight chief executives of the University of Chicago, from 1891 to 1975*. Chicago, Illinois: The University of Chicago Press.

ⁱⁱⁱ Storr, R. (1966). *Harper's University. The beginnings*. Chicago,

^{iv} NCES (1999). *Distance education at postsecondary education institutions: 1997-98*. Washington D.C.: NCES National Center for Education Statistics. Statistical Analysis Report

^v Department of the Army (2001) [online] available at <http://tadlp.monroe.army.mil/> reviewed, May 17, 2002

^{vi} Abell (n.d.) [online]. Soldiers as distance learners, what the army need to know <http://www.tadlp.monroe.army.mil/abell%20paper.htm>

^{vii} Gene Rubin (2002). Conversation with graduate students. E-learning conference. March 14.



Books on Distance Education

MDE staff made a search on "distance education" and found some titles that you may want to learn about. No specific recommendations are made because faculty have not reviewed them yet, but you could take a look at them and decide if they could be useful for you

Belanger, F. & Jordan, D. (1999). *Evaluation and implementation of distance learning: technologies, tools and techniques*. Hershey, PA: Idea Group Publishing.

Chute, A. G., Thompson, M. & Hancock, B. (1998). *Handbook of distance learning*. New York: McGraw-Hill.

Harry, K. (1999). *Higher Education Through Open and Distance Learning*. London: Routledge.

Jonassen, D.H. (Ed.). (1996). *Handbook of research on educational communications and technology: A project of the association for educational communications and technology*. New York, NY: MacMillan.

Kemp, J. E. (1985). *The instructional design process*. NY: Harper & Row.

Lockwood, F. (Ed.). (1995). *Open and distance learning today*. London: Routledge.

Misanchuk, E. R., Schwier, R. A. & Boling, E. (2000). *Visual design for instructional multimedia*. University of Saskatchewan, Canada: U-Learn Extension Division.

Moore, M. (Ed.). (1996). *Distance education for corporate and military training*. University Park, PA: American Center for the Study of Distance Education.

Morgan, C. & O'Reilly, M. (1999). *Assessing open and distance learners*. UK: Kogan Page Publishers.

Romiszowski, A. J. (1981). *Designing instructional systems*. London: Kogan Page.

Rossett, A. (Ed.) (2002) *The ASTD E-learning handbook*. N.Y: Mac Graw Hill.

Simpson, O. (2002). *Supporting students in open and distance learning*. London: Kogan Page: London

Tait, A. & Mills, R. (1999). *The convergence of distance and conventional education: Patterns of flexibility for the individual learner*. London: Routledge.

Tennyson, R. D., Schott, F. & Seel, N. M. (1997). *Instructional design: International perspectives: theory, research, and models*.

Hillsdale, NJ: Lawrence Erlbaum Associates.

U.S. Congress (2000). *Hearing on the internet, distance learning & the future of the research university*. Available at: http://www.nsf.gov/od/lpa/congress/106/hs_distlearn.htm

Van Merriënboer, J. G. (1997). *Training complex cognitive skills: A four component instructional design model*. Englewood Cliffs, NJ: Educational Technology Publications.

Western Cooperative for Educational Telecommunications. (1998). *The distance learner's guide*. Upper Saddle River, NJ: Prentice Hall.

