

DOCUMENT RESUME

ED 444 448

HE 033 211

AUTHOR Edwards, Gloria
TITLE When Teaching Includes Training.
PUB DATE 1993-11-00
NOTE 16p.; Paper presented at the Annual Conference on the Training and Employment of Graduate Teaching Assistants (4th, Chicago, IL, November 10-13, 1993).
PUB TYPE Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Learning; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Teacher Competencies; Teaching Assistants; Teaching Methods

ABSTRACT

The ongoing debate over the difference between education and training may soon become totally irrelevant as research continues to suggest increased learning potential, irrespective of discipline, when computer technology is incorporated within learning environments. At the postsecondary level, where adults are amassing and assimilating huge volumes of information, the inclusion of computer technology serves as an anchor of support for learning and contributes to the activation of cognitive instructional strategies. Previous reasons for computer exclusion are no longer justifiable. The current issue may actually be one of knowledge, skill, and manpower, all of which are resolvable by teaching and training teaching assistants (TAs) to incorporate technology within the instructional setting. Raising the knowledge and skill levels of future professors means a direct transfer of knowledge and skills to the teaching environment. It may also mean increased competency for conducting research, which is expedited by using technology. When the instructional setting for TAs also becomes a training ground for utilizing technology, the first step will have been undertaken toward building a solid partnership between education and training. This is no longer an option. It is a necessary requirement for preparing the next generation of professors for successful futures. (Contains 46 references.) (Author/SM)

**WHEN
TEACHING
INCLUDES TRAINING**

Gloria Edwards
Graduate Research Assistant
University of Illinois - Urbana-Champaign
College of Education
1310 South Sixth Street
Champaign, IL 61820

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

G. Edwards

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

1

Paper presented at the
4th National Conference on the
Training and Employment of Graduate Teaching Assistants

November 10-13, 1993

Hyatt Regency Oak Brook

Chicago, Illinois

Abstract

The on-going debate over the difference between education and training may soon become totally irrelevant as research continues to suggest increased learning potential, irrespective of discipline, when computer technology is incorporated within learning environments. At the post-secondary level where adults are amassing and assimilating huge volumes of concrete and abstract information, the inclusion of computer technology within the classroom serves as an anchor of support for learning. It also contributes to the activation of cognitive instructional strategies. Previous reasons for computer exclusion are no longer justifiable. The current issue may actually be one of knowledge, skill, and manpower, all of which are resolvable through the teaching AND training of TAs to incorporate technology within the instructional setting. The many advantages to raising not only the knowledge level, but also the skill level of future professors, means a direct transfer of both knowledge and skills to the teaching environment. It may also mean increased competency for conducting research, which is expedited through the use of technology. When the instructional setting for TAs also becomes a training ground for utilizing technology, we will have taken the first step towards building a solid partnership between education and training. This is no longer an option. It is a necessary requirement for preparing the next generation of professors for a successful future. And what better place to start than with TAs.

When Teaching Includes Training

Personal computers (PCs) are still quite young which contributes to the complication of justifying their inclusion in educational settings (Betra, 1986). Slightly more than a decade old, their potential role in today's world has been either ignored or compromised by numerous educators (Butler, 1986; Cataldo, 1989; Lyle, 1985; Murray, 1992; Robbins, 1992; Smith, 1989; Wiget, 1989; Willis, 1991). Speculations regarding whether several new technologies can actually change human learning are turning into promising and exciting opportunities for those who choose to endorse them (Criswell, 1989; Grossman, 1991; Lambert & Tice, 1993; Ross, 1984; U.S. Congress, 1988; White, 1986). Whereas many still struggle with the anticipated match between technology and learning, computer-based education is generally acknowledged to be a promising learning technology (Barger & Armel, 1992; DeLoughry, 1992, Lewis & Wall, 1988; McGill, 1984; Sager & Konomos, 1991).

Since 1984, evidence has been mounting which suggests that technology can improve teaching (Butler, 1986; Johnston & Joscelyn, 1989; Pina & Savenye, 1992; Ross, 1984; Smith, 1989). This is good news, particularly since allegations exist which suggest that the United States may not be very good at educating and training its workforce and that colleges and universities may not be very good at aiding potential teachers in using computers in educational settings (Beaver, 1990; Moursund, 1989). Even though the computer revolution has been fought and won, faculty have been slow to incorporate computer-based activities within their instructional methods (Black, 1990).

Several problems are well defined. Higher education must address unavoidable issues: (a) the declining population of traditional students between the age of 18-22 year olds, (b) the

high percentage of academically unprepared freshman entering higher education institutions, and (c) the influx of part-time older adult learners with limited time for educational activities. Along the same continuum, education and training activities in the corporate sector are increasing along with growing public criticism regarding the quality and relevance of higher education curricula to corporate needs. These issues translate into increased responsibility on behalf of instructors who need a strategic plan for communicating massive quantities of information at a higher cognitive level. These issues translate into the need for change.

Lewis & Wall (1988) and Ross (1984) advocate that there might be some truth to the claim that college and university faculty toy with information technologies, yet continue to teach like their predecessors. Murray (1992) reminds us that although the traditional lecture has its rightful place, strategies must be implemented to make them more interesting, worthwhile, applicable to the proper environments, and current. What took hundreds of years to turn the textbook into a mature technology cannot be used as a baseline to learn how to integrate computer, video, and audio technologies into academic instruction. Lyle (1985) and Morano (1984) both contend that part of the problem may lie in the original failure of faculty to integrate older technologies into their instructional strategies. When the intent is to teach students to use technology, education alone falls short of the mark. According to Bruder (1989), quality training and on-going support is our best alternative. If learning to use technology is indeed a lifelong process (Gooler, 1989), college and university faculty should be amongst the first to embrace it.

The purpose of this paper is to rekindle an awareness of the responsibilities that colleges and universities have for preparing future leaders of a rapidly changing technological world to take their rightful place in the Information Society. This awareness is rooted in a perspective of

change, which demands technological involvement from those charged with educating future generations. The focus of academics on education may indeed necessitate a paradigm shift to include training.

Education Versus Training

Many confuse training with education (Spitzer, 1991). Education, as defined by Hawes & Hawes (1982, p. 73) is, "any process, formal or informal that helps develop the potentialities of human beings, including their knowledge, capabilities, behavior patterns, and values; the total development acquired by an individual through instruction and learning." When defined in contrast to training (Rowntree, 1981), p. 75), education is said to be "the process of successful learning of knowledge, skills, and attitudes, where what is learned is worthwhile to the learner and usually (in contrast to training) where it is learned in such a way that the learner can express his/her own individuality through what he/she learns and can subsequently apply it, and adapt it flexibly, to situations and problems other than those he/she considered in learning it." When contrasted with education, Rowntree (1981, p. 327) places a major emphasis on job/task performance by defining training as "the systematic development in a person of the knowledge, attitudes, and skills necessary for him to be able to perform adequately in a job or task whose demands can be reasonably well identified in advance and that required a fairly standardized performance from whoever attempts it."

Regardless of the definition, it is important to realize that both education and training are deeply rooted in the principles of learning (Hawes & Hawes, 1982, Patrick, 1992; Rowntree, 1981; Spitzer, 1991). Learning, according to Rowntree (1981, p. 153) is "a long-lasting change in knowledge, attitude, or skill, acquired through experience." This experience may take one of

many forms, (e.g. conditioning, education, incidental learning, instruction, training). The generality of education and the specificity of training create a powerful partnership, particularly when united relevant to technology use.

Lyle (1985) identified the PC one of the most beneficial technological tool across all disciplines. Because of its increasingly user-friendly interface, it functions successfully as a tool, a tutor, and a tutee (Betra, 1986). Surprisingly, some educational institution still advocate print as the best, the major, and often the only means for imparting information (White, 1986). DeLoughry (1992) and Fulton (1989) attribute this reluctance to change to the lack of training and experience on the part of faculty with computers as teaching tools. Such reluctance reinforces fear of change in relationships, fear of criticism or perception of violations of professional values, and lack of understanding (Bransford, Goin, Hasselbring, Kinzer, Sherwood, & Williams, 1986; Faseyitan, 1992; Liebowitz, 1988; Sager & Konomos, 1991; Trollip & Alessi, 1988). This resistance can be corrected through the education and quality training of faculty, but only when the faculty are in agreement with such a change. Other alternatives tend to focus on the use of TAs to utilize technology for instructional delivery.

Why Technology Should Be Used

There are a variety of reasons to use or not to use technology, however, the benefits far outweigh the drawbacks. In addition to improving the lecture experience (DeLoughry, 1992; Cooler, 1989; Lambert & Tice, 1993; Murray, 1992), technology use enhances and increases faculty and student productivity (Robbins, 1992; Ross, 1984). It creates challenging ways to learn and teach; and it helps students experience phenomena that are not easily demonstrated in a traditional classroom (Brown, 1989; Slevin, 1992). Generic skills, like problem-solving or

analysis, can be conveyed which are normally quite difficult to teach. According to White (1986), we can change the minds and attitudes of students through the use of technology, because exposure to technology advocates the use of technology (Willis & Willis, 1989). We indirectly prepare students for the world of work by showing them valid reasons for using technology, particularly PCs. And equally important, we provide them with a competitive edge for graduate school, doing research, and surviving the professorate (Mecklenburger, 1986; Slevin, 1992).

Advocacy for Teaching and Training

We have come a long way since IBM introduced its first microcomputer in 1981 (Blissmer, 1987, p. 429). Few would deny that educational technologies hold anything less than tremendous promise for creating improved learning environments (Sager & Konomos, 1991). The next decade will be crucial as computers and other technologies are used for instruction, communication, and distance learning (DeLoughry, 1992). The successful use of technology as a part of instruction is two-fold; it requires the skills for running the equipment and software, and the knowledge of how to teach the technology (Glen & Carrier, 1986).

One major issue of concern relevant to the advocacy of teaching AND training is that colleges and universities are the breeding grounds for teacher preparation programs. Content for these programs is largely determined by those who teach teachers (Gooler, 1989). Students normally model the methods they were taught (Beaver, 1990) and teachers normally teach the way they were taught (Ross, 1984). Teachers will, therefore, use technologies only to the extent to which they themselves are comfortable and familiar (Gooler, 1989). Research suggests that faculty who adopt computers in their classrooms for instructional activities tend to be from

technology-oriented disciplines (Faseyitan, 1992). This does not have to be the case. If faculty are properly trained to use the technology, allowed to phase the technology into their instructional methods and appropriately rewarded for their contributions, the odds are high that their students will use and understand technology as well (Bruder, 1989). The first step, however, is for faculty to use computers themselves so that they can apply their knowledge and skills to their immediate needs and then implement it into their teaching (Bruder, 1989).

Teaching excellence is the responsibility of the institution as well as the individual (Ross, 1984). If faculty are to become technologically literate, universities must create tangible opportunities for faculty to utilize the latest educational technologies; and create opportunities for faculty to integrate these technologies into the curriculum (Sager & Konomos, 1991). Rewards must be apparent (Ross, 1984). To encourage faculty commitment in the use of technology is to make the instructional use of technology a key consideration in personnel issues including tenure and discretionary salary determinations (Beaver, 1990). One of the most serious misconceptions about training is the belief that if we tell people (and show them) how to perform a task, they will be able to do it (Spitzer, 1991). This fallacy should be replaced with something that works - good, quality training. Every college professor has a professional and ethical obligation to consistently evaluate technological education methods to improve his/her effectiveness as a teacher (Ross, 1984). In lieu of the desire to provide such an experience to future generations, consideration should be given to transferring that responsibility to competent TAs.

Training is needed if faculty are to overcome their fears and increase their computer self-efficacy (Faseyitan, 1992). Training gives teacher the necessary skills to work the technology,

and education provides a vision of how to work with it (Fulton, 1989). It is now time to knock down the barriers and cooperate with the private sector in helping to develop a technology-competent workforce (Blake, 1989).

Conclusion

If the job of instruction is worth doing, it is worth doing well. If indeed statistics are correct and people retain about 20% of what they hear, 40% of what they see and hear, and 75% of what they see, hear and do (Pina & Savenye, 1992, p. 2,7), then we must do more than just tell them because inevitably, they may forget. Let's do more than just show them, because all they can do is try to remember. Let's get them involved by using technology as a means of helping them reach a place of understanding (Anonymous Author in Stahl, 1991, p. 97). For those educators who are willing to teach using technology, let's get them trained. And for those who refuse, let's get them a trained TA.

References

- Barger, R.N., & Armel, D. Teacher education faculty and computer competency. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, San Antonio, TX, February 25-28, 1992. (ERIC Document Reproduction Service No. ED 349 290)
- Beaver, J.F. (1990). A profile of undergraduate educational technology (in)competence: Are we preparing today's education graduates for teaching in the 1990's? (ERIC Document Reproduction Service No. ED 332 985)
- Betra, R.E. Instructional uses of computers at the university of washington. Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for TA (Teaching Assistants) Training, August 1, 1986. (ERIC Document Reproduction Service No. ED 294 571)
- Black, K.J. The computer as a visual aid: potential versus reality. Paper presented at the Joint Statistical Meetings, Anaheim, CA, August 6-9, 1990) (ERIC Document Reproduction Service No. ED 324 359)
- Blake, L.J. Making the partnership work. In Collins, J.H. & Others (Eds.), Proceedings of the 6th International Conference on Technology and Education, Orlando, FL, March 1989, Volume 2. (ERIC Document Reproduction Service No. ED 316 184, 476-479)
- Blissmer, R.H. (1987). Computer Annual: An Introduction to Information Systems 1987-1988. New York, NY: John Wiley & Sons.

- Bransford, J.D., Goin, L.I., Hasselbring, T.S., Kinzer, C.K., Sherwood, R.D., & Williams, S.M. (1986). Learning with technology: Theoretical and empirical perspectives. Peabody Journal of Education, 62(1), 5-26.
- Brown, M.G. (1987). The seven deadly sins... Can instructional technology education save its soul? Performance & Instruction, 26(9&10), 52-56.
- Brown, R. Technology literacy: A key to the new basic skills. In Collins, J.H. & Others (Eds.), Proceedings of the 6th International Conference on Technology and Education, Orlando, FL, March 1989, Volume 1. (ERIC Document Reproduction Service No. ED 316 183, 77-80
- Bruder, I. (1989). Future teachers: Are they prepared. Technology training of pre-service teachers falls below expectations for a generation on the cusp of educational reform. Electronic Learning, 8(4), 32-39.
- Butler, D.L. (1986). Interests in and barriers to using computers in instruction. Teaching of Psychology, 13(1), 20-23.
- Cataldo, P. (1989). Building and industrial/academic alliance: The two directions of technology transfer. Educational Technology, 29(5), 33-34.
- Criswell, J.R. (1989). Rethinking microcomputer instruction as part of teacher education reform. Educational Technology, 29(11), 40-43.
- DeLoughry, T.J. (1992). Crucial role seen for technology in meeting higher education's challenges. The Chronicle of Higher Education, 39(5), A21-A22.
- Faseyitan, S.O. (1992). Computers in university instruction: What are the significant variables that influence adoption? Interactive Learning International, 8(3), 185-194.

- Fulton, K. (1989). Technology training for teachers: A federal perspective. Educational Technology, 29(3), 12-17.
- Glenn, A.D. & Carrier, C.A. (1986). Teacher education and computer training: An assessment. Peabody Journal of Education, 62(1), 67-80.
- Gooler, D. (1989). Preparing teachers to use technologies: can universities meet the challenge? Educational Technology, 29(3), 18-21.
- Grossman, J.H. (1991). Improving the quality of college teaching. Performance & Instruction, 30(3), 24-26.
- Hawes, G.R. & Hawes, L.S. (1982). The Concise Dictionary of Education. New York, NY: Van Nostrand Reinhold Company.
- Johnston, J. & Joscelyn, M.E. The computer revolution in teaching. Accent on improving college teaching and learning, 5. National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI, 1989. (ERIC Document Reproduction Service No. ED 329 151)
- Lambert, L.M. & Tice, S.L. (Eds.), Preparing Graduate Students to Teach. A Guide to Programs That Improve Undergraduate Education and Develop Tomorrow's Faculty. From a Comprehensive National Survey of Teaching Assistant Training Programs and Practices. (ERIC Document Reproduction Service No. ED 353 919) (1993)
- Lewis, R.J., & Wall, M. Exploring obstacles to uses of technology in higher education. Discussion paper for "Technology in Higher Education: A Round Table," December 6-7, 1988. (ERIC Document Reproduction Service No. ED 304 073)

- Liebowitz, J. (1988). Computer education vs. computer training in the university. Educational Technology, 28(12), 48-50.
- Lyle, J. The pc: More than an electronic TA. Paper prepared for the National Institute of Education, September 1985. (ERIC Document Reproduction Service No. ED 275 299)
- McGill, L.T., Shaeffer, J.M., & Menges, R.J. How do GTAs learn to teach: some empirical findings. Paper presented at 10th International Conference on Improving University Teaching, College Park, MD, July 4-7, 1984. (ERIC Document Reproduction Service No. ED 278 283, 2 of 9, 133-141)
- Mecklenburger, J.A. (1986). "Emerging" technologies for education. Peabody Journal of Education, 62(1), 183-187.
- Morano, R.A. (1984). AV use enhances student perception of teaching effectiveness. Performance & Instruction, 23(8), 23-24.
- Moursund, D. (1989). Why are our colleges of education continuing to graduate computer illiterate teachers? The Computing Teacher, 16,(9), 4,53.
- Murray, J.P. (1992). How do I lecture thee? College Teaching, 40(3), 109-113.
- Patrick, J. (1992). Training: Research and Practice. San Diego, CA: Academic Press.
- Pina, A.A., & Savenye, W.C. Beyond computer literacy: How can teacher educators help teachers use interactive multimedia? Paper presented at the Annual Conference of the Association for Educational Communications and Technology, Washington, D.C., February 5-9, 1992. (ERIC Document Reproduction Service No. ED 343 567)
- Robbins, L.M. (1992). Improving teaching: Barriers and opportunities. College Teaching, 40(2), 42.

- Ross, E. Teaching, technology, and the future. Paper presented at the 1st Regional Conference on University Teaching, Las Cruces, NM, 1984. (ERIC Document Reproduction Service No. ED 254 146)
- Rowntree, D. (1981). A Dictionary of Education. London, England: Harper & Row, Publishers.
- Sager, H, & Konomos, P. ALTEC (advanced learning technologies center): promoting faculty use of instructional technology at arizona state university. September 1991. (ERIC Document Reproduction Service No. ED 341 373)
- Slevin, J.F. (1992). The next generation: Preparing graduate students for the professional responsibilities of college teachers. Association of American Colleges, Washington, D.C. (ERIC Document Reproduction Service No. ED 353 884)
- Smith, A. Key issues for education in the information age: Lessons from star trek. In Collins, J.H. & Others (Eds.), Proceedings of the 6th International Conference on Technology and Education, Orlando, FL, March 1989, Volume 2. (ERIC Document Reproduction Service No. ED 316 184, 264-267)
- Spitzer, D. (1991). Training: What it is and how to use it appropriately. Performance & Instruction, 30(8), 20-23.
- Stahl, F.A. (1991). Research and teaching: Partnership, not paradox. College Teaching, 39(3), 97-99.
- Trollip, S.R., & Alessi, S.M. (1988). Incorporating computers effectively into classrooms. Journal of Research on Computing in Education, 21(1), 70-81.
- U.S. Congress, Office of Technology Assessment. (1988). Power On! New Tool for Teaching and Learning, OTA-SET-379. Washington, D.C.: U.S. Government Printing Office.

White, M.A. (1986). Implications for the technologies for human learning. Peabody Journal of Education, 62(1), 155-170.

Wiget, L.A. Focus on the future: Meeting education's information needs through instructional technology (The 1990's and beyond). In Collins, J.H. & Others (Eds.), Proceedings of the 6th International Conference on Technology and Education, Orlando, FL, March 1989, Volume 1. (ERIC Document Reproduction Service No. ED 316 183, 140-143)

Willis, J. (1991). Graduate training in educational computing: Training the next generation of technology leaders. Computers in the Schools, 8(1/2/3), 333-347.

Willis, D.A., & Willis, J.W. Technology and teacher education: Moving from "talking about" to "incorporation." In Collins, J.H. & Others (Eds.), Proceedings of the 6th International Conference on Technology and Education, Orlando, FL, March 1989, Volume 2. (ERIC Document Reproduction Service No. ED 316 184, 128-131)

033211



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: When Teaching Includes Training	
Author(s): Gloria Edwards	
Corporate Source: Paper presented at the 4th National Conference on the Training and Employment of Graduate Teaching Assistants	Publication Date: N/A

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

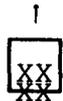
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: <u>Gloria Edwards</u>	Printed Name/Position/Title: GLORIA EDWARDS, Asst. Prof.
Organizational Address: Purdue University - School of Educ. 1442 LAEB, W. Lafayette, IN 47907	Telephone: 765 496 3358 FAX: 765 496 1622 E-Mail Address: gloria@purdue.edu Date: 1/13/2000

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>