This annotated bibliography lists 10 articles and documents selected through a search of the Educational Resources Information Center (ERIC) database. They are: (1) "The Use of Computers in the Instructional Process in Australian Distance Education" (Geoff Arger and Delbie Clayton); (2) "Distance Education Technologies: All That Glitters Is Not Gold" (Bruce O. Barker); (3) "Broadening the Definition of Distance Education in Light of the New Telecommunications Technologies" (Bruce O. Barker); (4) "Satellite Learning--A Vision for the Future" (Judy Castleberry); (5) "Proceedings of the Sixth International Conference on Technology and Education" (J. H. Collings and others); (6) "Distance Education. AECT President's Library" (David Giltrow); (7) "The Crisis of Distance Learning--A Dangerous Opportunity" (Abigail L. Hughes); (8) "TVOntario and the School System. A Report Based on Case Studies in Nine School Boards" (Donna Sharon and others); (9) "Linking for Learning: A New Course for Education" (U.S. Congress, Office of Technology Assessment); and (10) "Distance Education for Elementary and Secondary Schools in the United States" (David D. Williams and others). (DB)
DISTANCE EDUCATION AT THE ELEMENTARY AND SECONDARY LEVEL

A Select ERIC Bibliography

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Nancy R. Preston
Compiler

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DISTANCE EDUCATION AT THE ELEMENTARY AND SECONDARY LEVEL

A Select ERIC Bibliography

Citations in this bibliography were selected through a search of the ERIC (Educational Resources Information Center) database. Descriptors used were: distance education, elementary education, secondary education, elementary secondary education.


Describes results of a survey of the use of computer-assisted learning (CAL) in distance education in Australia. Highlights include subject areas that use CAL; software specifications; types of hardware used; students' and instructors' perceptions of computer usage; and suggestions for further research.


This keynote speech discusses the rise of telecommunicated distance education in the United States. Current distance education holds the educational promise of curriculum equity for students in isolated settings. Strengths and weaknesses are offered for each of three systems: satellite TV teaching, audiographic teleteaching (microcomputer networks), and two-way TV instruction. Issues to be examined before a system is selected are discussed.


Presents a categorization of distance education methodologies in the form of a taxonomy that compares correspondence study-based distance education approaches with telecommunications-based approaches. Interaction between teachers and students and between students themselves in the distance learning process is highlighted, and a new definition of distance education is suggested.


Defines distance learning, summarizes recent developments, and explains four networks in the federally funded Star School Program: TI-IN, the Midland Consortium, the Technical Education Research Center (TERC), and the Satellite Educational Resources Consortium (SERC). Satellite networks are the most cost-effective way to offer advanced classes and staff development programs.


These two volumes contain the text (or, in a few cases, an abstract) of 184 papers on the use of technology at all levels of education, including elementary, secondary, and higher education. These papers were presented in 69 topic sessions by delegates representing more than 30 nations. Themes of the sessions include: (1) educational administration and leadership; (2) enabling technologies; (3) higher education; (4) using computers to enhance instruction; (5) artificial intelligence; (6) open and distance learning; (7) teacher education; and (8) futures.

Designed to provide an overview of the basic principles of distance education, this booklet comprises eight chapters: (1) Introduction; (2) A Selective History; (3) Components of Distance Education Systems; (4) Organizational Options; (5) Instructional Technologists and Staffing for Distance Education; (6) Economics of Distance Education; (7) Distance Education at Home and Abroad (describing selected examples of distance education projects); and (8) Present Issues in Distance Education.


Focusing on interactive television systems that provide both audio and visual online communication between and among all sites, this paper describes and analyzes a sampling of data on existing programs; describes characteristics of existing programs; and explores potential enhancements to the instructional process with emphasis on the use of technology as the catalyst for educational change and improvement. Specific implementation strategies are recommended.


Through a series of case studies, this report examines the varied connections between selected Ontario schools and the TVOntario programs and services designed to support teaching and learning. The research focuses on four aspects of the school environment: (1) areas of change and the change process; (2) television and video use; (3) microcomputer use; and (4) relationship with TVOntario. For each aspect, the report synthesizes case studies profiling nine school districts, providing background information, a summary of findings, and a discussion of the findings in relation to TVOntario.


Congress was asked to analyze various technological options for distance education, examine current developments, and identify how Federal, State, and local policies could encourage more efficient and effective use of technology in education. Findings of the study are discussed, and factors that will most affect the future of distance education are identified. Appendixes include, among others, a state-by-state profile of distance education activities.

Williams, David D., & others. (1988, Fall). *Distance Education for Elementary and Secondary Schools in the United States*. *Journal of Distance Education*, 3(2), 71-96. (EJ 389 272).

Describes results of a literature review and telephone survey of the 50 United States to identify research and evaluation studies of distance education programs for elementary and secondary school children. Highlights include types of technology; focus of instruction; effectiveness of distance education; and evaluation criteria.

Compiled by Nancy R. Preston

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Citations with EJ numbers are journal articles from *Current Index to Journals in Education*. They can be obtained from a library, borrowed through interlibrary loan, or, if so indicated, ordered from: UMI Article Clearinghouse, 300 N. Zeeb Road, Ann Arbor, MI 48106 (telephone 1-800-521-0600). $10.75 per article.

Citations with ED numbers are documents from *Resources in Education*. They can be read at a library with an ERIC microfiche collection or ordered, in microfiche or paper copy, from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304-6409 (telephone 1-800-227-3742). Prices vary.

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