

PAKISTAN JOURNAL OF DISTANCE EDUCATION

Volume - XII

1995

Issue II



**Allama Iqbal Open University
Islamabad - Pakistan**

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1995

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Islamabad ----- Pakistan

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TO THE READER

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EDITORIAL

TECHNICAL EDUCATION FOR WORKING CHILDREN

By

PROFESSOR JAVAID IQBAL SYED*

It is an excerpt from an extensive interview of Prof. Syed, given to a noted newspaper of Pakistan. For the general information of our readers, we are reproducing this portion relevant to our specific editorial of the current issue, viz, Children Education.

EDITOR

It is absolutely a wrong perception that Allama Iqbal Open University adheres only to imparting education to grown up students learning at distance. We have already switched over to such a significant subject which is first of its kind in the whole range of open learning system. We have firmly decided to adorn labour-child with the glittering rays of literacy. In this category come those children working beneath the age of 12. I have already chalked out a comprehensive programme, and Allama Iqbal Open University (AIOU) would very soon go ahead with it for appropriate implementation. These working children would be enrolled in AIOU, and thus called as our STUDENT. The specific strategy of imparting such education would be as follows.

*Prof. Javaid Iqbal Syed is the Vice-Chancellor of Allama Iqbal Open University and is also the Patron-in-Chief of this Journal. The interview was conducted by Ms. Nuzhat Anjum for daily Jang, Rawalpindi.

Wherever the child is working, he may be allowed to continue his profession without any disruption. The master, who is giving him training in the workshop, would be called as his tutor. Here it may be borne in mind that the working child is already doing his practical work in workshop. We are only required to provide him the basic education. Broadly speaking, if he intends to open an engine for repairing, he will be offered books relevant to machines in question. The reading material will be written in simple language and necessary illustrations would be inserted therein. Moreover, the AIOU will provide such young labours a Student Identity Card so as to erase any scar of inferiority complex. At the end of the course, the working child will be given a Certificate.

It is a well-known fact that these working children are financially supporting their family ----- not doing any dacoity. Verily our boys are engaged in a noble cause, not involved in robbery or burglary.

In the category of child labour, generally comes the craft of carpet-weaving, motor repairing, sanitary fitting, etc. These are the skills our working children keep hand in. Alongwith this technique-doing-process, if they are imparted necessary education relating to their skill, they would automatically learn how to read and write. Then, according to my view point, there may not be any other intellected and experienced labour than these working children.

If the master of labouring child adopts a gentle behaviour and treats him like an innocent student, then this very child may not turn to be a culprit. It is merely a propoganda of the West that the child, working in workshop, becomes a vagabond. I totally negate this theory.

Frankly speaking, these places where our children perform manual work, seem to be a Training Centre. Undoubtedly, these boys are the main supporter of their

parents. Think for a moment --- if a boy of 12 years age could repair an engine, it means he possesses capability to do so. If he could manage to repair the engine as a whole, AIOU would offer him certificate as a token of encouragement. Thus the sense of dignity of labour would be aroused in our children. Furthermore, such talented children may be sent abroad for further education so as to let them perceive the significance of literacy. God willing, we would soon start implementing the programme.

I have a lot of expectations from our children. Today, they are capable of creating a number of things. Now, they have much confidence and could nullify our viewpoint. You can take my example. During my teens, it took me three months to read a novel on freedom fighter. This day, they could see three films in one sitting without any weariness.

There is no denying that today our technology looks too advanced. Our children have to go farther and farther, setting us aside. Despite the fact that in our institutions, education is imparted perfectly, it is also known to be true that un-consciously we are learning a lot from outer world.

Without a sense of hesitation, it may be said that these Pakistani children are skilful and excellent. They have to serve Pakistan through their thinking and activity. They only need a bit of training. An this one, the AIOU is determined to do.

Dr. Mahmudur Rahman
Editor

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THE LEARNING GAME*

By

Marian Hookham

(A self taught course in study skills
for students learning at a distance.)

What Being a Distance Learner Means

Learning from a distance is a lonely job requiring determination, discipline, and often self sacrifice. Most distance learners already have very full lives: they work, have children and have social lives. When you decide to study, all these things have to be reorganized around new time demands. Often you might not have studied for several years and have forgotten what it is like. Or you might have several years work experience but no formal qualifications.

The Learning Game is specifically written for people like you. One of the underlying themes in *The Learning Game* is the idea of having goals and doing things with purpose. Everything you do in your studies should have a purpose. Even when you are reading study guides you should have a goal in mind; whether it is to prepare for exams, do research or make notes, you should always know what you are trying to achieve. Equally important is how. You can read every word in every study guide and every prescribed book but you probably won't have time to finish the course. *The Learning Game* offers you a range of skills that can be used to make the most of the time you have



*Made available with support from Massey University, New Zealand and the New Zealand Ministry of Foreign Affairs and Trade through The Commonwealth of Learning.

available. After all, you don't have time to waste.

All of these ideas are suggestions. We suggest that you try the methods described here and adapt them to suit yourself and your particular circumstances.

Motivation and Contact with Others

When you are working in isolation, it is very easy to get disheartened and lose motivation. You can't share your feelings with people in similar situations and gain comfort from the knowledge that you are all in the same boat. So it is very important to know what you are trying to achieve and how.

Try to establish contacts with people who are also studying. Many institutions provide help networks which may be able to put you in contact with other students. Take every opportunity to attend tutorial groups or courses held on campus. Simply talking to someone else can often make you feel a lot better. You will realise that you are not the only one in this situation and that other people also sometimes struggle with distance learning. Most lecturers and tutors are also usually more than willing to help students who are struggling. Telephoning one of these people could be a great help to you.

Attitude and Expectations

It is very easy to say "Have a positive attitude," but not as easy to implement. Without a positive attitude you will contribute to making things harder for yourself. If you tell yourself that you cannot succeed, then you will not. These may sound like mere words but they have been shown to be true for



centuries. Thousands of people speak of the power of positive thought and they are usually successful people.

Even with a positive attitude you will face difficulties as a distance learner. Many students have expectations which are very high and are disappointed when they cannot meet them. The highest drop-out rate among distance learners takes place just after they get their first assignments back. Low marks or negative comments often discourage students. People sometimes do not realise just how challenging tertiary study is, especially by correspondence.

If your expectations of yourself are too high, you will become stressed and be unable to complete even simple tasks. In fact, you will make sure that you cannot succeed! As you become more familiar with the needs of study, you should adjust your expectations of yourself, while trying to remain positive. This may seem a tall order, but thinking in these terms can help you overcome negative feelings which lead in turn to actual failure.

Goals

Without goals you will not be able to plan your life because you will not know what it is you are trying to achieve nor how you are going to go about getting there. Take a moment to think about your own goals for your study. Think about short term goals (say over the next few months) and long-term goals (over the next few years). Write these down now.

If, for example, your long-term goal is to get a BA degree, then you might break this down further into these smaller, specific goals:

- * Get my BA (*long term goal*)
- * Study by distance next year
- * Do one subject towards BA (which will need 15 hours for study per week for a period of 13 weeks)
- * Spend 15 hours of time on my study every week (*short term goals*)
- * Mon - Study for 2 hours
- * Tues - Study for 3 hours

Once you have established what your goals are, you will be able to plan ahead. Start by planning to achieve simple goals on a week to week basis. If you find that you can meet these goals then think about longer term goals. Achieving long term goals usually requires sustained effort like studying for a degree. Break long term goals down into small components: such as completing individual courses or papers.



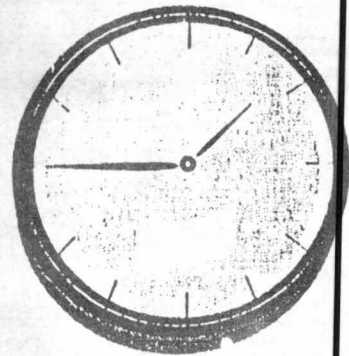
Try to be in a position where you can plan ahead for an entire year. This will make the enormity of the task of studying for a qualification seem attainable.

- o Write down your *specific* goals and pin them up somewhere that you pass by every day.
- o Reinforce them by thinking of them at least once a day.
- o Regularly assess whether they are realistic or not and set new goals for yourself if you are unable to meet existing objectives.
- o Use Time Management to help you achieve your goals.

Time Management

When you study part-time, you soon realize that time is your most precious commodity, and there's never enough to go round. As a student you need to be extra disciplined to fit everything in: your family, your job, yourself and your study. Depending on which course you are doing, you may have to find between 4 and 15 hours of study time a week.

For some people, time management simply does not work. In fact, many students who have erratic time management habits succeed at distance study. They might study irregularly in concentrated bursts, for example. Bear in mind therefore that if you cannot use formal time management strategies it may not really matter. But if you would like to try managing your time, here are a few suggestions to get going.



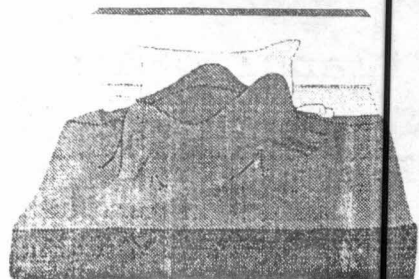
Observe your Present Time Management

Keep a 24-hour diary for 2 or so days noting what you do every hour, i.e.:

| Sun | Mon |
|------------------|------------------------|
| 10pm-8am Sleep | 10pm-6am Sleep |
| 9-10am Breakfast | 6-7am Dress, Breakfast |
| 11-12pm Walking | 8-4pm Work |
| 1-3pm Any Game | - |
| 4-6pm Housework | 5-6pm Shop |
| 7-8pm Dinner | 7-8pm Dinner |
| 9-10pm TV | 9-10pm TV |
| 11pm Bed | 11pm Bed |

Set yourself a daily objective

Set yourself an objective that will take at least 2 hours to complete, e.g. write a letter, tidy a cupboard, take a walk, read a Book.



Now keep the 24-hour diary for another couple of days to see whether you

accomplished your objective. Equally important is *how* you accomplished it.

- o Did you start your big task and complete it in one go? or did you take several hours?
- o Did you have regular breaks and did these become longer than you had planned?
- o Were you interrupted often when trying to do certain tasks? What were these interruptions?
- o Are your objectives realistic?
- o Are you getting enough leisure time?

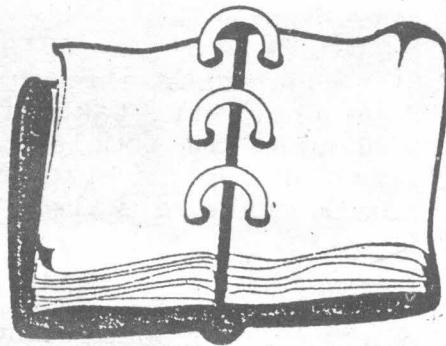


A word on leisure time

Time Management must include time to relax and let your brain and body unwind. If you push yourself too hard and don't relax, the quality of the work you are doing always suffers. But remember leisure time must have limits too. If you plan a half hour walk, don't walk for 2 hours!

Planning Ahead

Keeping in mind your goals (short and long-term) decide what is important, then draw up a calendar. You may prefer your calendar to cover the whole year or a week or two. A year's calendar has the advantage of



being an overview showing well ahead of time when you need to complete certain study tasks. Writing up a weekly calendar on the other hand, constantly reminds you to think about time management. You can also assess your past successes or failures. Another approach is to keep a broad annual calendar and a detailed weekly diary.

For one paper taken over the whole year (i.e. a double semester paper), a weekly calendar may look something like this:

| | |
|-------|-----------------------------------|
| Mon | Study 2 hours between 8 and 10 pm |
| Tues | Free day |
| Wed | Study 2 hours between 8 and 10 pm |
| Thurs | Free day |
| Fri | Study 1 hour between 5 and 6pm |
| Sat | Study 2 hours between 2 and 4pm |
| Sun | Study 2 hours between 12 and 2pm |

If, on the other hand, you were completing a single semester paper, you would need to find around 16 hours per week and your diary might look like this:

For one paper taken over a single semester

| | | |
|-------|---------------|--------|
| Mon | Study 2 hours | 8-10pm |
| Tues | Study 2 hours | 8-10pm |
| Wed | Study 2 hours | 8-10pm |
| Thurs | Study 2 hours | 8-10pm |
| Fri | Free day | |
| Sat | Study 5 hours | 1-6pm |
| Sun | Study 3 hours | 2-5pm |

An example of a planning calendar

Depicted on pages 9 and 10 are two examples of planning calendars for two single semester papers (a single semester covers a period of about 13 weeks).

For paper A the work commitments are:

- o 4 assignments
- o attending an optional campus course and
- o a compulsory examination.

The workload is fairly heavy and to get through, students study must be sustained and concentrated. All the material required to complete the assignments is however, included in the study guide material. Students don't have to locate material or get anything from libraries. This saves a considerable amount of time.

For paper B the work commitments are:

- o two long essays
- o a campus course which has a compulsory test component and
- o an examination.

In this case certain steps have to be undertaken before the student can even begin writing the essay. An essay topic has to be chosen and suitable material has to be located and obtained, probably from a library. Researching and writing each essay will take the student at least 3-4 weeks.

MAKE YOUR OWN PLANNING CALENDAR

On page 12 is a blank form which you can use to write up your own calendar. It covers a period of 20 weeks. It can be used to plan study over a single semester or one half of a year.

To use:

- o Make a photocopy of the planning calendar on page 12. (You might like to have it enlarged to an A3 paper size.) If planning for the whole year make two copies.
- o Fill in the dates in the small block in the top left corner of each larger box. Write only Monday's date for each week.
- o Fill in the due dates of all assignments, essays, reports, courses and examinations.
- o Plan backwards from these dates and schedule time to study and prepare assignments. At first you will only be able to take a guess regarding how long each task will take you but you will soon have a very good idea.

SEMESTER: 1

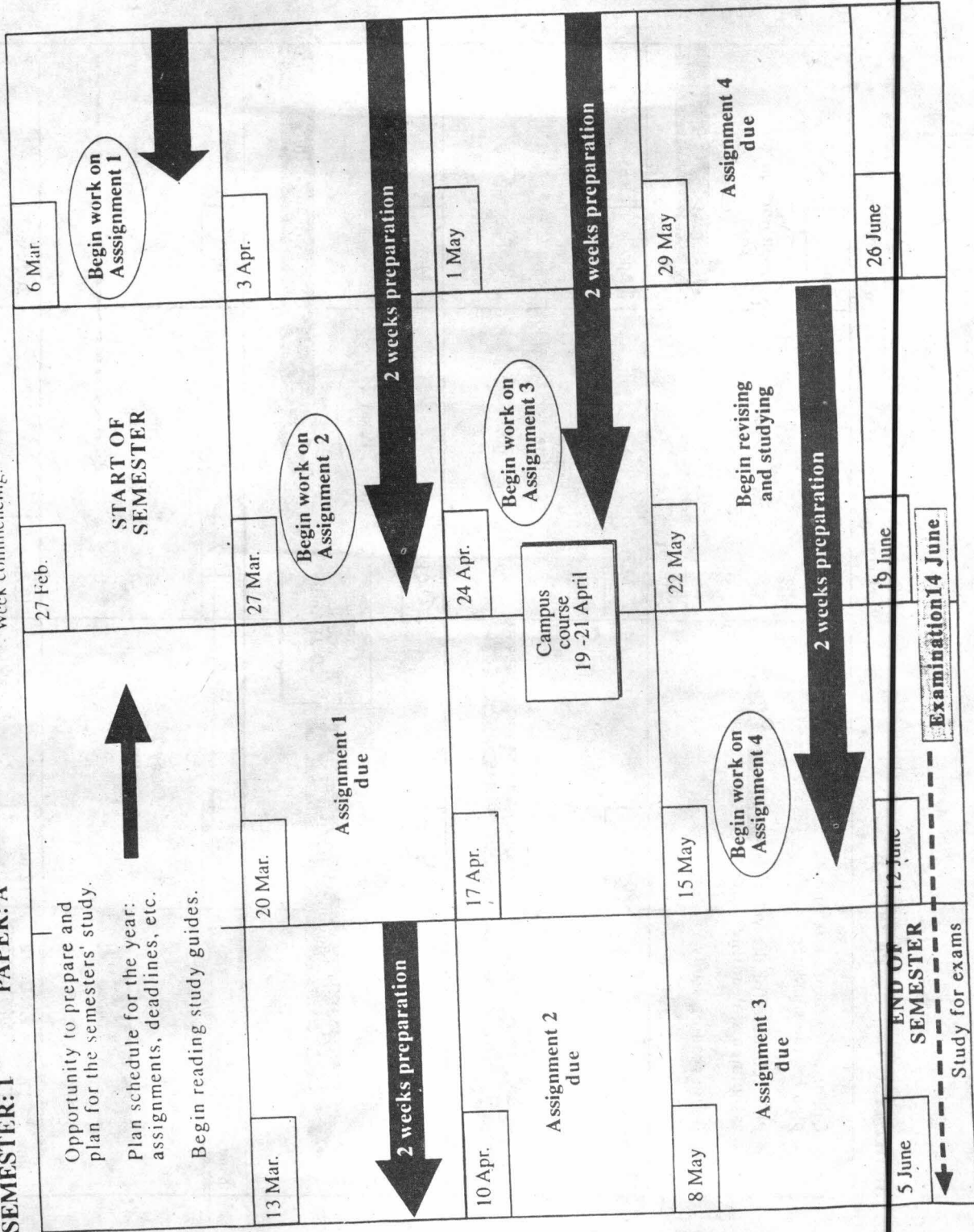
PAPER: A

Opportunity to prepare and plan for the semesters' study.
Plan schedule for the year: assignments, deadlines, etc.
Begin reading study guides.



Week commencing:

Week commencing:



SEMESTER: 1 PAPER: B

| Week commencing: | | Week commencing: | Week commencing: |
|--|----------------------------------|---|---|
| 13 Mar. | 20 Mar. | 27 Feb. | 6 Mar. |
| <p>Opportunity to prepare and plan for the semesters' study.</p> <p>Plan schedule for the year: assignments, deadlines, etc.</p> <p>Begin reading study guides.</p> <p style="text-align: center;">↑</p> | <p>START OF SEMESTER</p> | <p>START OF SEMESTER</p> | <p>Begin work on Essay 1</p> <p style="text-align: center;">↓</p> |
| <p style="text-align: center;">3 weeks preparation</p> <p style="text-align: center;">↓</p> | <p>Essay 1 due</p> | <p>Essay 1 due</p> | <p>3 Apr.</p> |
| 10 Apr. | 17 Apr. | 24 Apr. | 1 May |
| <p>Prepare for campus course test</p> <p style="text-align: center;">↓</p> | <p>Campus course 20-21 April</p> | <p>Begin work on Essay 2</p> <p style="text-align: center;">↓</p> | <p style="text-align: center;">3 weeks preparation</p> <p style="text-align: center;">↓</p> |
| 8 May | 15 May | 22 May | 29 May |
| <p style="text-align: center;">↓</p> | <p>Essay 2 due</p> | <p>Begin revising and studying</p> <p style="text-align: center;">↓</p> | <p style="text-align: center;">↓</p> |
| 5 June | 12 June | 19 June | 26 June |
| <p>END OF SEMESTER</p> <p style="text-align: center;">←</p> <p>Study for exams</p> | <p>Examination 12 June</p> | | |

There are many factors that dictate how long you should spend on assignments, such as: your own abilities; the level of study; and the individual assignment. To plan properly you need to know the following about an assignment:

- o Do you need to get material from a library?
- o Is the assignment an essay type question or a series of short question?
- o What are your academic skills? Are you an experienced student?

IMPROVING TIME MANAGEMENT

- o Set realistic goals
- o Take regular short breaks
- o Learn to relax and switch off
- o Reward yourself when you have achieved an objective
- o Try to avoid interruptions like phone calls when studying

HOW WE LEARN

Have you ever heard someone say "I have trouble remembering facts"? Or may be you say it yourself. Many people believe that memory cannot be improved; but it can.

SHORT TERM AND LONG TERM MEMORY

Consider all of the stimuli that we encounter every day. If we were to remember every day in minute detail we would overload our memories very quickly. Our brains filter useful information from less useful information. Things that we want to remember go into our long term memory and things that are unimportant or which have no relevance to us are discarded.

Think about the difference between short term and long term memory like this. Remember what you were doing five minutes ago? Reading this probably. Remember what you were doing at this time a year ago? That is unlikely. What happened to you five minutes ago is still in your

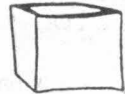
PLANNING CALENDAR

Semester: Course:

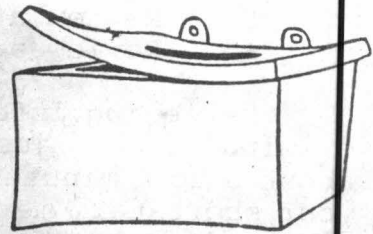
| | | Week commencing: | Week commencing: | Week commencing: | Week commencing: | Week commencing: |
|--|--|------------------|-------------------|------------------|------------------|------------------|
| | | | START OF SEMESTER | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

short term memory bank. What was happening to you a year ago is not, unless, of course, it was a memorable event or occasion which got transferred to your long-term memory by certain mechanisms. You remember certain things, like your home phone number or the words of a favourite song, without any effort, which illustrates that you have the ability to remember. But what are the mechanisms that transfer things like phone numbers to your long-term memory? Once you know what they are, you will be able to use them to aid your memory for studying.

The *short term memory* has a limited capacity and information decays rapidly. You can probably remember an unimportant phone number for a short length of time but will soon forget it. The way we remember information from our short term memory is through *trace* or remembering back.



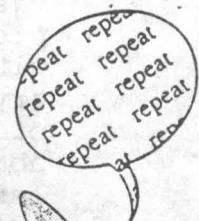
Long term memory, on the other hand, has a vast capacity. The brain likes to organize information by coding items, *grouping* items and developing links. If new information is presented to the brain in an organized, interesting way it is more likely to be remembered. The brain remembers bizarre, interesting things.



HOW TO REMEMBER

Items become committed to long-term memory through a process of *repetition*. By rehearsing information, a short-term memory trace is restored. This is why reviewing material regularly is so important for long-term retention. The two best techniques for improving memory are:

- o organize material into something meaningful like a rhyme or an image,



o repeat material.

The most important point is that material that is interesting to you or which has meaning for you is much easier to remember.

THE IMPORTANCE OF REVIEWING INFORMATION

Studies have shown that up to 60% of detail can be forgotten in the first 24 hours after first learning new information. But if the information is reviewed in that period recall is vastly improved (see graph on page 15).

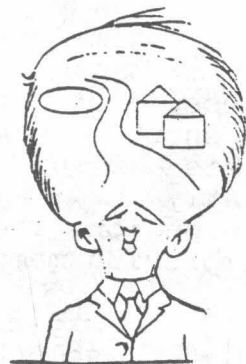
A good review plan is:

1. Learn information
2. Review after one hour
3. Review after one day
4. Review after one week
5. Review after one month
6. Review again in six months.

Reviewing information does not mean you re-read the original book - just your notes. And it should only take about 3 to 4 minutes to do. This brief refresher triggers your short-term memory trace and you are then better able to commit something to long-term memory.

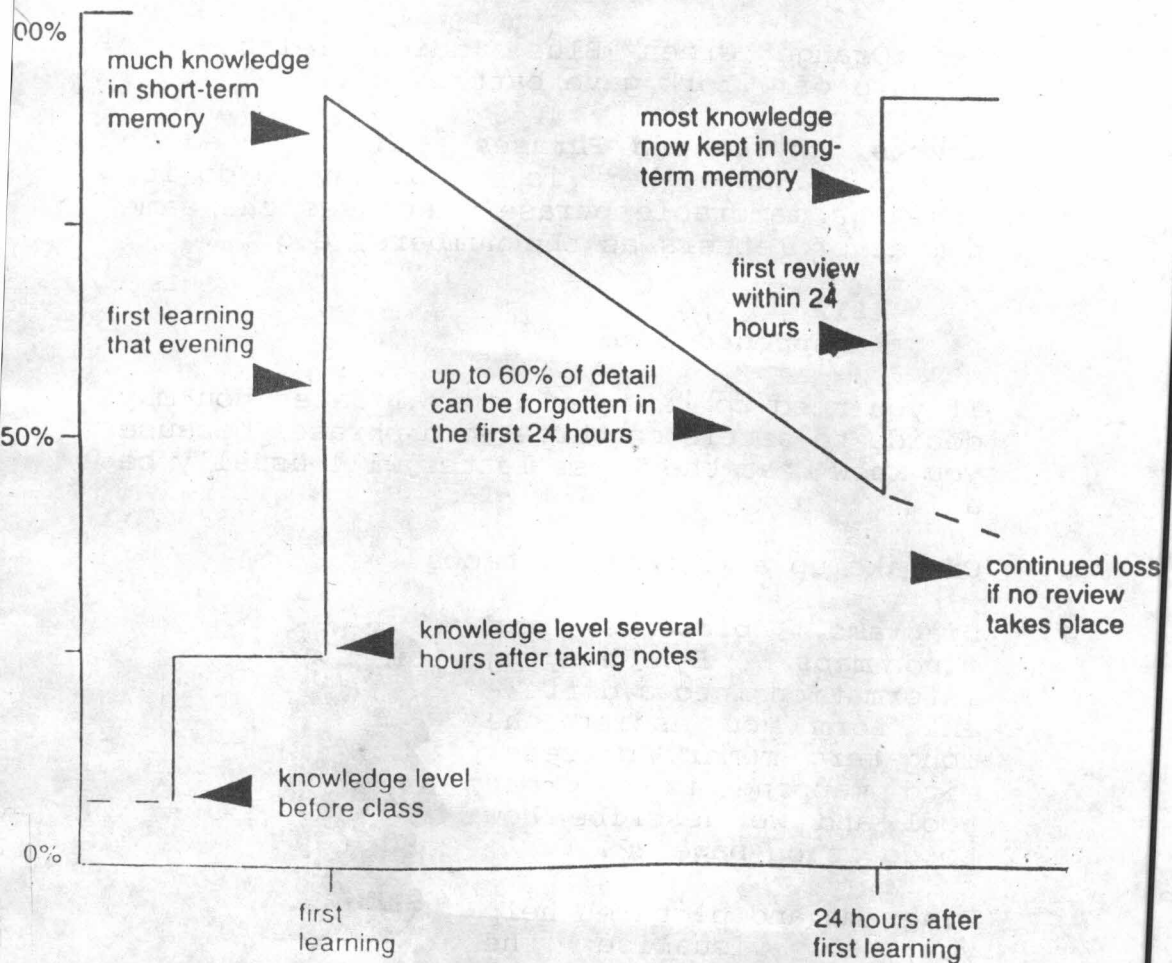
AIDS TO MEMORY

1. **Mental imagery** - It helps to visualise an image or a picture somehow connected with the information you are trying to remember. One way of doing this is to think about a familiar walk with landmarks. Then connect the information to be remembered with various points or things along the walkway. When you need to remember the information, think about the route and you should be able to remember the connected bits of information.



remember the

The importance of learning notes on the day you make them and reviewing that learning within 24 hours.



2. **Mnemonics** - are words made up, usually of the first letter of the words you are trying to remember. Remember the colours of the Rainbow by making up a mnemonic using the first letter of each colour:



Richard of York
Gave Battle in Vain

Red Orange Green Blue Indigo Violet
Richard of York gave battle in vain.

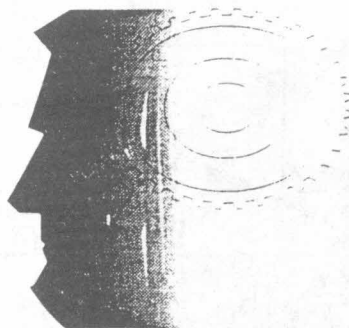
3. **Rhymes, Rhythm and Phrases** - If you need to remember a date, here is a good way to do it. Invent a memorable phrase that uses the same number of letters as the numbers, e.g.

1812
I happened I am.

If you need to remember several dates you may decide to settle on three word phrases because you know that the first letter will usually be a 1.

Or make up a rhyme with facts.

4. **Diagrams, pictures and mind maps** - By changing information into a different form you assist the long-term memory process. Mind mapping is a great tool and we describe how to do it on page 23.



Diagrams and pictures help you to visualise the information and, as we have mentioned, the more senses you can use to assist your memory the easier it becomes to remember.

The mind map on the page 18 is a visual depiction of the section on memory. You can see how the various elements are depicted pictorially and how the sub-ideas branch off from the central idea.

A word of warning: Drawing diagrams does aid memory but don't focus on your drawing and forget about everything else. Briefly sketched diagrams are really all that is needed. Consider too, that some highly theoretical subjects do not lend themselves easily to diagrammatic representation.

Note Taking

Distance learning students do not usually attend lectures, except possibly for special additional courses lasting a day or two. The study guides that you receive take the place (in so far as this is possible) of your lecturer. In some ways study guides are better than lecturer because they are permanent records of what a lecturer wants to communicate to the student. But you still need to make notes as you read your study guides.

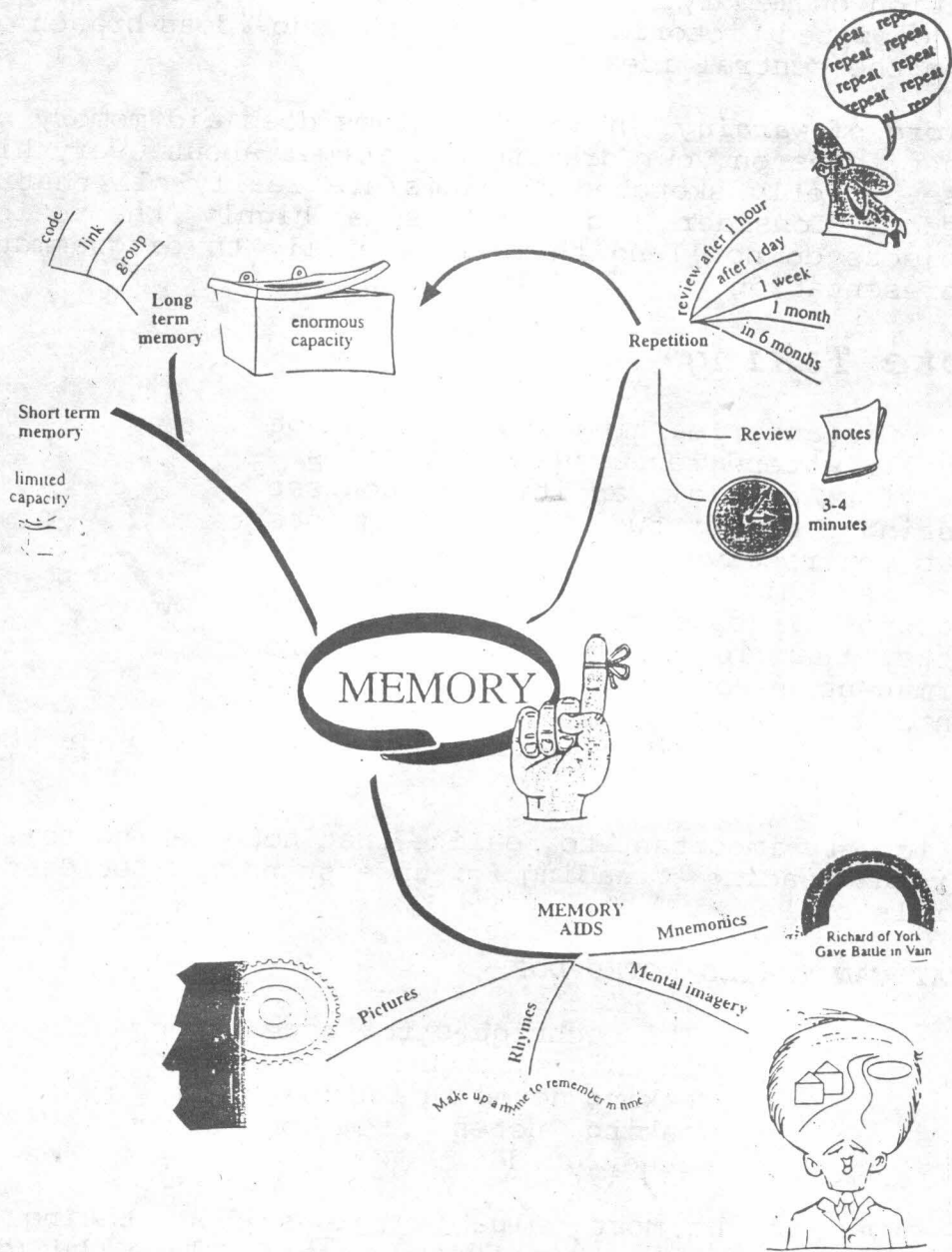


It is very important to realize that note taking follows careful reading - reading for understanding (See Reading Skills on Page 32).

WHAT CAN TAKING NOTES DO?

The techniques for note taking in this section can be used for taking notes in lectures or for taking notes from books or study guides.

One of the most valuable things about taking notes is that when you do you are forced to articulate the ideas that you are hearing/reading. In putting ideas into your own words you begin to understand them. After understanding comes memory. In the section on Memory we said that the brain likes to code, group and link. It is much easier to remember



something which has meaning for you and which you understand. Therefore, when working through your study guides you should be making notes to begin understanding, which will lead later to remembering the material.

When you are preparing for exams you will not have to re-read everything if you have taken notes.

Interaction with material is another way of helping you brain remember because you make mental connections all the time. Do this by making notes in the margins of your study guides as well. To be effective, note taking must have a purpose and be organised.

FIVE STEPS

Use the following steps for taking good notes:

1. Wait

Be clear about your purpose for taking notes. Do you need to read the whole book/article, or perhaps only certain sections are relevant to the task at hand? Get an overview of the material by flipping through it. Check contents, index, diagrams, etc.

Are you taking notes for research for an assignment, or in preparation for exams? Don't start making notes immediately. First try to understand what is being said, and then try to simplify it in your own words. Use the same size paper for all your notes. They're much easier to file and manage that way.

2. Identify

At the top of your page write down the date, the name of the book, the author and the publishing information (see page 71 for more information on referencing) so that you can always refer back to the same book. Besides, if you want to use a quotation or refer to an idea or theory in an assignment, you will have to acknowledge where you

got it from.

3. **Space**

Give yourself plenty of space in your notes so that when you revise you can make additional notes. The column system described below is a useful way of making notes with space. Don't write too small because it will be hard to read later. If you are creating Mind Maps you might like to use A3 paper to give yourself plenty of space for pictures.



4. **Key points**

Except for taking down quotations (which must be written in full and absolutely accurately, including punctuation) you should not take down word for word what you read. Many students make the mistake of overwriting; they write too much.

Try to understand a point first and then select key words to write down. A well constructed paragraph should contain the sense of the paragraph in the first sentence. Try always to extract the main sense of a passage and then rewrite it in your own words. It is also a good idea to have scanned the book first so that you know what it contains. (See page 34 for a fuller description.)

Look out for names, dates, concepts, definitions, examples and the pros and cons of a particular argument. On their own these individual things are nearly useless; you need to interact with your notes.

5. Interact

Your own notes are the best place to write your opinions and what you think of what you are reading. Apart from helping the brain remember, you will be forming your own opinions which is what most assignments expect you to do. Make observations and note down comparisons between references or interesting points.

Develop trigger words or mnemonics to help you remember key points.

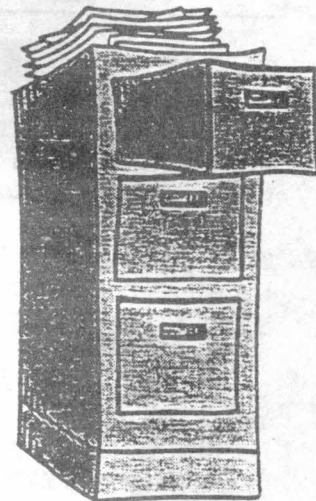
Interacting with ideas that you are trying to learn is the best way of remembering that information. We remember much more information if we see it, hear it and have some interaction with it.



DIFFERENT APPROACHES TO TAKING NOTES

The three different methods of not taking described here are: the Linear (or logical outline) system, the Princeton method and mind mapping. It is up to you to decide which of these is best suited to your individual style. You may find it useful to adapt them or use all of them in different situations.

1. **The Linear** system is probably the most commonly used of all note taking methods and is the best for certain types of information, e.g. detailed facts. A common error is that



people take down too much information, rather than simple key words.

To follow this method subdivide your notes into paragraphs and sections, using indentations of varying depth. Indicate the subdivisions with headings, numbers and other symbols. For example:

Study Skills

1. Note taking

1.1 Linear System

- i)
- ii)

1.2 Princeton Method

- i)
- ii)

1.3 Mind Mapping

- i)
- ii)

The limitation with this method is that it may be difficult to organize or connect concepts in the notes, depending on the complexity of the subjects. Perhaps you might like to take notes like this and then later organize the ideas into a mind map.

2. **The Princeton Method** is very simple and gives you space for re-reading and responding to notes. Divide your page into three columns. The first column is used for the heading and main points and the second for the summary. The third column, really useful when you review your notes, can also be used to note things you didn't recall, examples, your own personal comments or a summary of the middle column.

Headings, main points

Summary

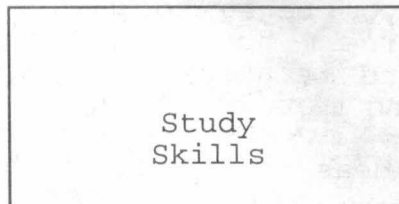
Blank column to use for ideas that come into your head when reading, for examples or for making a briefer summary at exam time.

3. **Mind Mapping** - If you know how to use this method you will find that it has unexpected advantages. Firstly, you have to organize your thoughts as you draw the mind map, which is an excellent aid to memory. Secondly, mind maps are visual and the chances of you being able to remember the visual elements (and the information) are greatly enhanced.

How to draw a mind map

Even if you don't want to take your initial notes using this method, there are several other ways to use it. You can use mind maps to plan tasks, read and research, plan and write assignments, and to revise and plan for exams.

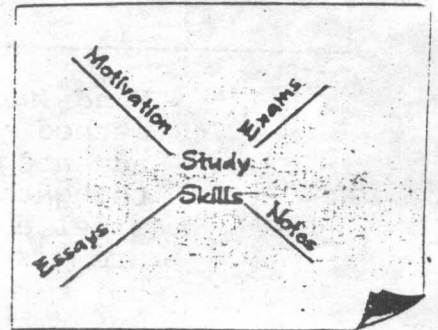
- o Select a phrase and/or a picture which describes the topic, e.g. Study Skills. Write this phrase or picture in the centre of a blank page.



- o Draw Branches out from the topic which represent main ideas. Use only key words, not whole sentences.
- o Add further branches to these to break the idea down into finer detail.
- o Indicate associations between separate branches by connecting lines.

- o Use as much colour and as many symbols or pictures as possible.
- o Give yourself plenty of space. Use A3 sheets of paper for very complex mind maps.

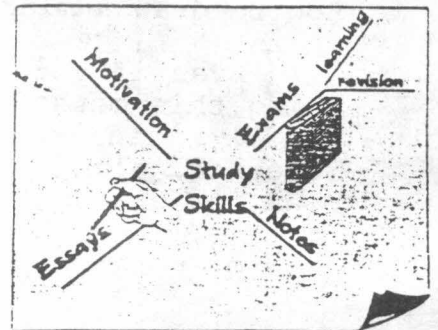
Whichever of these note taking methods you use will depend on you and your subject area, but this skill is an invaluable one for tertiary study.



Using Skeletal Structures

When beginning study in any field, one of the best things to have is an overview. You may ask, "How do I get an overview of a subject I don't know anything about?"

As you begin your learning, it may not be clear to you what to include in a skeletal structure.



Once you begin to gain knowledge, you should be asking yourself how the information you are learning connects and relates. This is how real understanding begins. Mind maps can be used very effectively to help you set up a skeletal structure. As you learn new theories, ideas or approaches these should be fitted into your broad overview.

There is not a right or a wrong way to create an overview but it should make sense to you.

Using Written Resources

Distance learners will usually receive much of the material needed for their study by mail. A typical

posting can include, for example, a study guide, readings and an assignment topic. Often this pack will contain as much information as you need to study or to do an assignment. Sometimes, though, you will need to refer to other sources, such as books or journals.

THREE TYPES OF READING

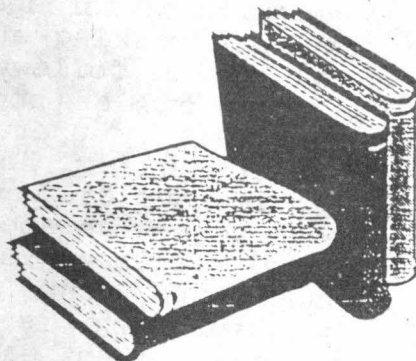
There are 3 types of reading that you will need to do, each with a different goal.

1. Constant reference

Throughout the period of your study there will be information that you will need to refer to constantly. Information about the course such as its structure, due dates for assignments and any necessary texts will usually be included in an administration section at the beginning of your study guide. You will also need to take note of administrative information relating to the institution, such as fees, changes in courses, etc. Newsletters, handbooks and administration guides are all examples of information that you need for constant reference.

2. Thorough reading

Individual postings will usually contain study guides, readings and information on due dates for assignments. After reading the study guide, concentrate on the collection of readings supplied with the study guides. This is your core reading material. For some papers, particularly those at 100 and 200 level, these readings and your set text book (which you are expected to buy for yourself) are usually sufficient reading to complete the course.



3. *General reading*

Your second priority should be the *bibliographies*, or lists of books and journal articles recommended for further reading. These may be for the course in general, or for specific assignments or essays. If you are working at 300 or postgraduate level you may like to follow up any further references listed at the end of books or articles you have found particularly useful. Remember that these can be harder to get hold of than items specifically recommended for your course. You will be able to be more selective about this kind of reading. Recommended reading is reading that will help you understand your subject in greater depth, but because there is usually such a vast amount of material it's easy to get carried away. Just remember that if you do have the time to do some extra reading be selective!

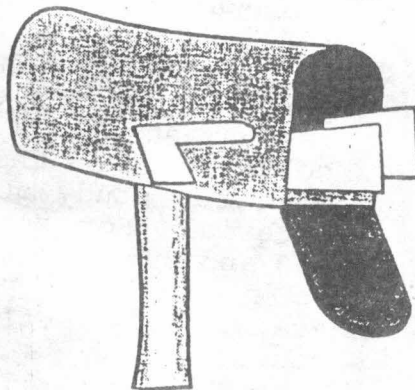
Using Libraries

Having decided what to read for your course, or for an individual assignment, the next step is to get hold of it from a library.

Postal library services for off-campus students

It is advisable to request your reading material from the institution at which you are enrolled. There are two advantages:

- (a) All you need to do is make your request for the materials you need by post, telephone, fax or e-mail and these will be sent to you.
- (b) Such libraries are designed specifically to meet your



needs, and will hold most of the reading material you need.

Usually postal services include the following:

- o the loan of books
- o photocopied journal articles (normally you can keep these)
- o searches for materials on a particular topic
- o interloan (see page 31).

Many institutions are developing on-line searching facilities which students will be able to access through a modem in their own homes. Check whether your institution has this available.

Two things should be remembered:

- (a) **Plan ahead.** Competition for material can be fierce so do not wait until just before an assignment is due before ordering your books or you won't receive them in time.
- (b) **Give full bibliographic information** for each item you are requesting. For books this means author or editor (surname and initials), full title, edition and date. For journal articles this means author, title of article, full title of journal (not abbreviated), volume and issue number, date and page numbers.

Some institutions provide all these services for free, while some pass on the costs incurred in such areas as photocopying, interloan, and the searching of on-line databases.

Other libraries

You may prefer to browse the shelves of a local library yourself. Most of you will belong to the local public library; it can supply you with basic reference tools such as general encyclopaedias, dictionaries and yearbooks. Large public libraries hold a wide range of general reading, but even they cannot be expected to provide the specialised academic textbooks and journals

you require.

Some organisations have a *special library* set up to meet the needs of its staff members. If, for example, you work for a legal institution, and are studying a legal course, you may be well be able to obtain your reading material from such a library.

Polytechnic or *university libraries* other than the one you are enrolled at will probably hold at least some of the materials you will need, and you may be able to use books, journals and databases there. Some of these libraries will also grant borrowing privileges, usually for payment of a fee, but do not expect this as a right. The first responsibility of any tertiary institution is to attend to the needs of its own students, and resources are often limited.

USING LIBRARIES IN PERSON

This section provides general information on library use; individual libraries will have their own rules and systems and you should obtain a brochure about any particular library you wish to use.

Searching the catalogue

The *catalogue* is the key to accessing any library collection. Most libraries now have electronic catalogues, and some of these can be searched at a distance by those who have access to the internet. They may seem daunting to technophobes, but provided you follow the instructions on the screen they are not too difficult to use.

They enable you to search for books, journals and other materials in a number of ways. You can identify and locate:

- o a specific title (book or journal)
- o books by a specific author
- o publications on a specific



subject

- o publications that have a particular word in the title.

As well as giving you bibliographical information about each item, such as who wrote it and when and where it was published, the catalogue will also give the item's classification number, which will enable you to locate it in the library.

Searching more widely on the shelves

Since the classification number is based on the item's subject matter, other publications on the same subject will be found nearby. In theory this means that all the books you are likely to need on a particular topic will be together, and can be found by browsing on a library's shelves at a particular number. However, browsing the shelves alone will miss significant related material which may be classified at other numbers. For example, a student of education seeking material on learning would find relevant material at Dewey decimal 370.152 (learning in a classroom context), 371.102 (teaching and learning), 374.1394 (the sociology of learning) and 153.15 (the psychology of learning). In addition, materials in different formats are usually shelved separately. You should therefore always search the catalogue by subject and keyword to identify the whole range of materials relevant to your topic.

Periodicals

As well as books, you will at some stage also need to consult periodicals. Periodicals are also called journals, or serials, and are published regularly (weekly, monthly or annually, for example). Nature, Far Eastern Economic Review, Delta, Harvard Business Review, Management Today, North and South and National Business Review are all shelved in the periodical section. Journal articles are important sources of information since they contain reports of the most up-to-date research, and often give concise summaries of information. They are particularly valuable for those working in the sciences, business and social sciences. They are sometimes very

specialized and 100 and 200 level students may be best advised to restrict themselves to articles specifically recommended by their lecturers.

A library catalogue will enable you to find the location for a particular journal, but will not enable you to trace individual articles on a particular topic. If you wish to do this you will need to use indexing and abstracting journals, often called "indexes and abstracts". They index the contents of hundreds of journals in a particular subject area. Examples are Psychological abstracts, International nursing index and Index to New Zealand periodicals. They are used in much the same way as a library catalogue, to find articles on a particular subject, or by a particular author. Abstracting journals also provide an abstract, or summary, of each article.

Searching using electronic tools

These "tools", which are just as useful for digging up the literature as spades and forks are for digging the garden, have long been available in paper form, but many are available on-line or, even more conveniently, as CD ROMs (Compact Disk - Read Only Memory). Many libraries hold them in CD ROM form, and they are much quicker and more efficient to search than the paper version. Examples are *PsycLIT*, (psychology), *Medline* (medicine), *CINAHL* (nursing and health), *ERIC* (education), and *ABI/Inform* (business). Be aware, however, that these indexes and abstracts (whether in paper or electronic form), index enormous numbers of journals published around the world. You will find when you check against the catalogue that many of the titles you want to look at will not be held by the library you are in. Indeed, a substantial number of them will not be available in this country. It can be tantalizing to find details of an article that looks relevant to your topic, but to which you cannot immediately gain access. (See interloan on next page.)



Browsing

Browsing through individual journal issues themselves is a much slower and rather random way of tracing articles on a topic, but it is the only way when there are no indexing journals available. Regular browsing through current issues of key journals is also the way to keep abreast of the most recent developments in your subject area.

Be selective

Having searched a library catalogue, and compiled a list of published sources on your topic, evaluate those sources, and select those that appear the most relevant. Remember, even at postgraduate level, you are not expected to read everything that has been written on your topic. Of those that seem relevant, start with those which you can readily get hold of; only if these seem insufficient, should you try to obtain others. If you have an abstract, or summary of an article, that can often give you at least some of the information you need.

Interloan

If you do need material not available either via your postal service or at a local library, it can be obtained through the interlibrary loan (interloan) system. This is a co-operative arrangement by which libraries make their borrowing collections available to the patrons of other libraries. Nearly all libraries in New Zealand are members, but please do not ask your local public library to interloan study materials for you. Requests for interloan should be directed to the library of the institution at which you are enrolled.

If you request a book it will be lent to you if it is available for loan. If you request a journal article, or a chapter from a book, it will be sent to you as a photocopy which you can keep. Remember, however, that libraries have to abide by the provisions of the Copyright Act, and this limits the amount of copying that can be done from any one book or journal issue. Since it can take two or three weeks for requested items to arrive, interloan is really too slow for regular undergraduate assignments and is most suitable for 300

level and postgraduate research work. The service is normally free at present, but there are usually charges for anything required urgently, or anything electronic document delivery service.

References and Bibliography

As you peruse all these publications and take notes preparatory to writing your assignment, remember to keep a detailed record of everything you read; you will need this when you come to compile the bibliography or list of sources consulted for the assignment.

The details required are as follows:

Books: author(s) or editor(s), full title, place and date of publication, and publisher. If just using one chapter of a book, you need the author, title and page numbers of that chapter.

Journal articles: author(s), title of article, title of journal (not abbreviated), volume number, issue number (unless volume is continuously paged), date and page numbers.

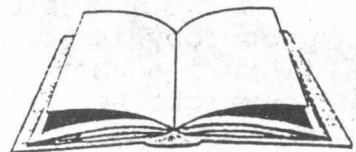
For full details on APA referencing style see page 71.

Reading Skills

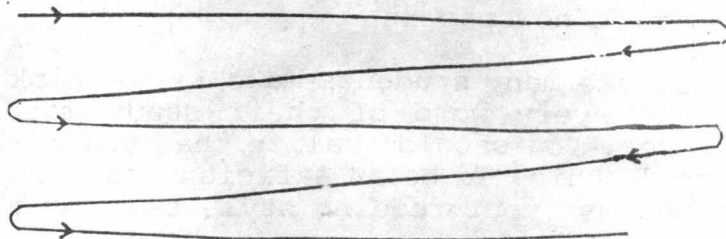
As a distance learner reading is an essential skill and you'll probably spend more than 80% of your study time doing it. Even though you might say "I can read," there is always room to improve your reading skills.

How We Read

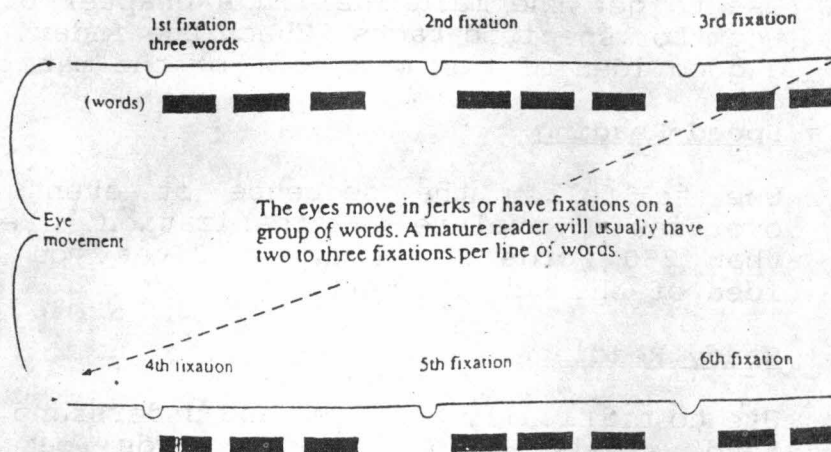
Believe it or not the brain actually becomes bored if you read too slowly. This is because you are not giving your brain enough stimulation to keep awake.



The way most people read is a habit, which they have developed over time and do not think they can improve. But reading, like any skill, can be improved. The eye does not move smoothly over the words like this, which is how most people believe we read:



Instead, the eye moves in jerks and fixates on a word or a group of words. An experienced reader will have two to three fixations per line of words. Very good readers can see two lines simultaneously and can make sense of what they see.



Reading with a purpose

A very important point about reading is that everyone has different reading strategies, depending on the purpose for which you are reading. When you read a magazine, for example, you would rarely read it cover to cover. Most people flick through magazine and select articles they are interested in reading. And they do the same thing with newspapers.

The mistake many students make is to think that they have to read every word of their study material from cover to cover. You should realize that you will not have the time to do this. To be an efficient reader you should be able to adjust your reading style to suit a different purpose.

DIFFERENT METHODS OF READING

1. Browsing

Use to look over topic headings, illustrations, graphs, table of contents. Gives you a general overview of what a book (or several books) contain.

2. Scanning

Use to get the main idea in a chapter or article. Look for specific facts. Check the index. Gives you a good idea of the main gist of the material.

3. Speed Reading

Use to follow the sequence of events, get an overview or analyse an organization. (Read faster than 250 words per minute.) Gives you a general idea of the subject matter.

4. Study Reading

Use to critically appraise and understand material. Read slowly (about 40-70 words per minute). Achieves indepth understanding. Enables recall of the material.

Note: Reading at 40 W.P.M., which is very slow, would probably only be required at advanced study levels when the subject matter is very complex and theoretical.

What and why

As you can see, each of these different methods of reading is done with a different purpose in mind. Most people use some of these methods without even thinking about it. To improve your reading habits you need to consciously think about what and why you are reading. When you are about to start reading always ask what is your purpose and then adjust your method to fit. Many students believe that they need to read faster. There are many varying ideas on what the average reader's reading speed is. For light reading the range is between 100 to 250 words per minute. This speed varies the difficulty of the material and most importantly the individual reader's own reading habits.

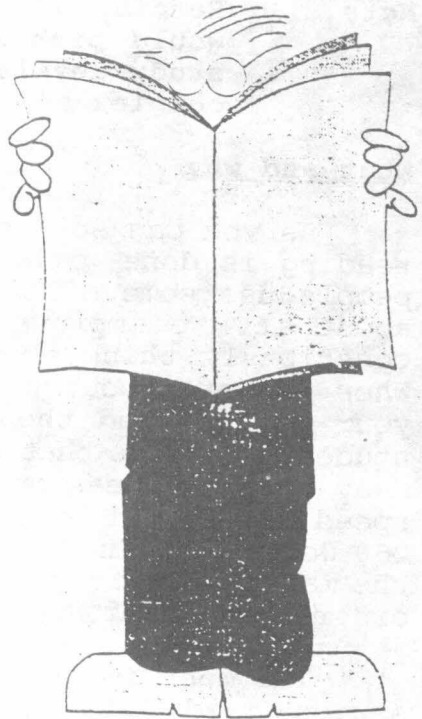
The most important point is that unless you have a serious reading handicap your speed probably falls within normal parameters. So, if you complete the exercise below you will simply get an indication of what your reading speed is. But no matter what it is it can be improved. If you are aware of your own habits and speed, you will be able to work towards improving them.

Find out your reading speed

- o Choose a piece of light reading, such as a novel and time yourself to read for 2 minutes.
- o Read at your normal reading pace for understanding.

| |
|---|
| Do this exercise now before going on to establish your reading speed. |
|---|

- o Count the number of words that you managed to complete within two minutes.
- o Don't count every word.
- o Count the words in about 10 lines to find out the average word length per line. Then count how many lines per page.
- o Multiply the average words per line by the number of lines you read in 2 minutes = the average number of words you read.
- o Don't forget to divide by 2 to get the words per minute.



For different kinds of text most readers usually read at these speeds:

| | |
|---|--------------------------|
| Easy, familiar material | 100-250 words per minute |
| Moderately difficult to which you want to pay close attention | 70 words per minute |
| Difficult material which you want to understand in depth | 40 words per minute |

If you think that your reading needs to be improved you will need to practice reading faster. The only way is to concentrate on reading faster by making a conscious effort and to do it often enough. The more you do it the better you will get at it.

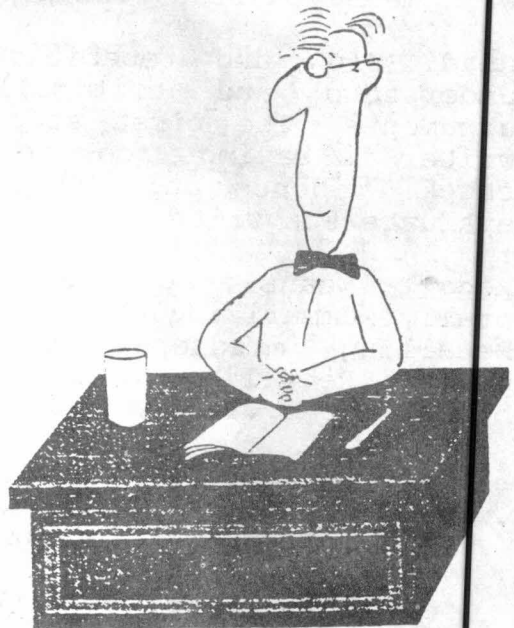
A few common faults are:

- o the habit of reading slowly
- o skipping back over words already covered
- o letting the eyes wander randomly over the page
- o sub-vocalizing: saying the words you see to yourself.

Improving your reading speed

The following method describes what you can do to actually speed up your reading:

- o Place your hand on a page and move it smoothly down and across from side to side, at a steady pace.
- o Run your hand down the page faster than it is possible to see anything till you are taking only 3 seconds per page. At first you will see nothing but gradually you will begin to see key words. This is because your brain is perceiving the broad meaning of the page.
- o To benefit you this exercise must be continued for 20 minutes. Three main benefits result:
 1. Y o u cannot skip back over words
 2. You no longer hear the words in your head



(which slows you down)

3. Your perception of what is fast reading changes. Now, when you go back to reading at your normal pace you will find that you are actually reading faster than before.

If you do this exercise regularly you will over time increase your reading speed.

THE SQ3R METHOD OF READING

This method is a useful approach to study reading if you want to thoroughly understand a passage or study guide. This is not a speed reading exercise but careful reading for understanding.

Survey: You first gain a general impression of the book by looking at the contents page, preface and introduction.

Question: Before beginning the section ask your self why you are reading it and what you expect to learn. This will make you read with a purpose.

Read: Slow and repetitive reading is necessary to understand and critically evaluate the author's arguments. The first step is to understand what the writer is saying. Look for the writer's viewpoint and check evidence and examples. Then you can begin to evaluate the writer's position.

Recall: Means to go over what you have read by either orally summarizing what you read or making notes on it. Recalling immediately after reading greatly assists memory. Recalling checks that information is going in, being stored, and is able to be retrieved.

- o Don't stop to recall after every paragraph or two. It interrupts the flow of what you are reading.
- o Don't wait too long to recall if a section is long.

- o Don't underline long passages. Mark only key ideas.
- o Don't underline or make notes as you read. Mark only if you have read a passage and understood it.

Review: Reviewing the material soon after first learning it helps to ensure the memory traces are deepened and storage in long-term memory results. If reviewing is left longer than 24 hours a significant amount of stored material is lost. Reviewing consists of surveying what you have read again but this time you already know what the material is, and you are surveying to see what you remember about the key points.

Look back over your reading and check your recall. Alter or add to your notes if you left something important out. Highlight difficult areas in your notes so that you can fix them in your mind the next time you refer to our notes.

Researching and Writing Assignments

Doing research and writing assignments are two of the most important skills you will need for tertiary study. This section breaks the process into two separate activities - firstly researching information and secondly writing the assignment.

(Always remember that the ideas in The Learning Game are simply suggestions which can be adapted to suit your own individual style.)

Apart from writing assignments these same research skills are very useful for a range of other tasks like:

- o finding out about a specific area of your subject in more detail
- o preparing for exams



- o broadening your knowledge of a subject.

RESEARCH (OR PREWRITING)

There are roughly 5 steps involved in researching information (depending on the nature of the task).

1. Analyse
2. Find
3. Use
4. Take notes
5. Organise

1. Analyse

First clarify what specifically you are going to be doing and why. If preparing for an assignment, be sure that you understand what is required.

Many makers suggest that students do not pay careful enough attention to the topic. You will lose marks by wandering off the topic.

Examine the question carefully.

- o Do you understand what is being asked? Is the topic clear to you?
- o What approach is required? Examine the direction word carefully. There is a difference in approach between being asked to "Discuss", "Compare", "Analyse" or "Describe". Make sure you do what is asked.
- o Are you expected to do some research or simply work with your study guide material?
- o What format is expected? All teachers have special requirements about the way assignments are presented. Make sure you know what these are.
- o Are you expected to write an evaluative report or a formal essay? The format you choose at the beginning should reflect these requirements.

- o Are you expected to write in the first or the third person? How formal should your approach be?

2. Find

Once you have analysed what is needed you should have a clearer idea of where to find information. There may be enough information in your study guides to complete the assignment. You may, however, need to get some books from a library.

Some institutions offer postal services so that students can borrow books from the institution's library by post. If this service is offered, use it. You will be surprised at how efficient many libraries are. See Using Libraries on page 26 for detailed information.

3. Use

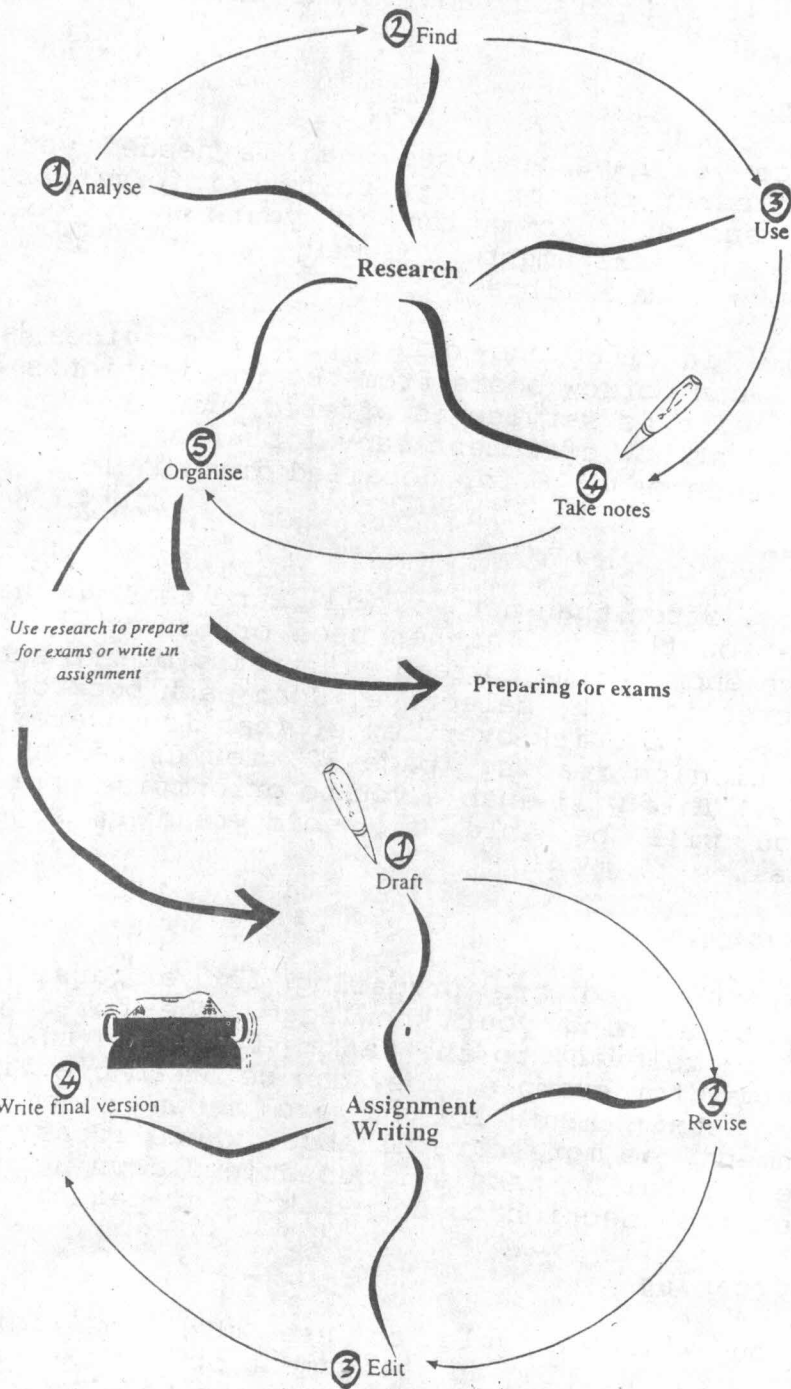
More often than not you will find that you have more information than you either need or can read. You will not have enough time to read everything on the subject so the secret is to be selective. Scan each book or journal first to get a quick overview of what is covered. (Check the section on reading, page 32, for different reading methods.) This will enable you to prioritise your reading and you will be able to avoid reading superfluous material.

4. Take notes

Whether you are preparing for an assignment or simply broadening your knowledge, the notes you take should be relevant to the task. If you are taking notes for exams, for example, they can be broad overviews with little detail. But if you are taking notes for an assignment, be more careful about where ideas came from and be careful to take all quotations down accurately. See detailed section on note-taking on page 18.

5. Organise

You will be able to use the same information gathered for writing an assignment or for exam revision. But, the only way notes are going to help you learn



anything is if you review and Organise them soon after you've made them.

In the section on Memory (page 11) we noted that up to 60% of detail can be forgotten in the first 24 hours after first learning something. If you return to your notes within this critical time you will vastly improve your chances of remembering and learning the information.

Any comments you have made or any summaries will still be fresh in your mind. You will now be able to expand any section or clarify obscure references. This will also give you an opportunity to integrate ideas. This revision period is when most of the real learning takes place.

Using notes in an ASSIGNMENT

- o Revise your notes. Add comments, explanations or examples.
- o Write up an essay plan.
- o Check the following section on Essay Writing.

Using notes for EXAM preparation

- o Revise your notes. Check whether everything you have written down is clear.
- o Create memory aids from your notes, e.g. mnemonics or mind maps, which you can revise daily/weekly for exams.
- o Never leave your notes untouched until exams- by then you will have forgotten what they mean.
- o File your notes systematically.

A note on sexist language

There is not enough space to cover this subject in the detail it deserves but a few brief comments should suffice as an introduction. The most common form of sexist language in writing is the use of the pronoun he to represent both males and females. One option is to

substitute he with he or she, he/she or s/he, none of which is particularly elegant. If you do choose this option however, be consistent. Another option is to use the plural form (they, their) but make sure your verb is also in the plural form if you do this.

THE WRITING PROCESS

The following three sections deal individually with writing Essays, Business Reports and Research Reports. Please note that this is generic information. Any particular assignment may have specific requirements which you need to check with your lecturer.

Writing essays

If your research has been thorough you will be in a good position to move on to writing your assignment.

There are many different types of assignments: essays, reports, literature reviews. Most lecturers will usually provide you with guidelines regarding their expectations. This information can usually be found in departmental handbooks. If you are not sure about the individual requirements for a particular assignment, it is best to contact the lecturer or the department for help.

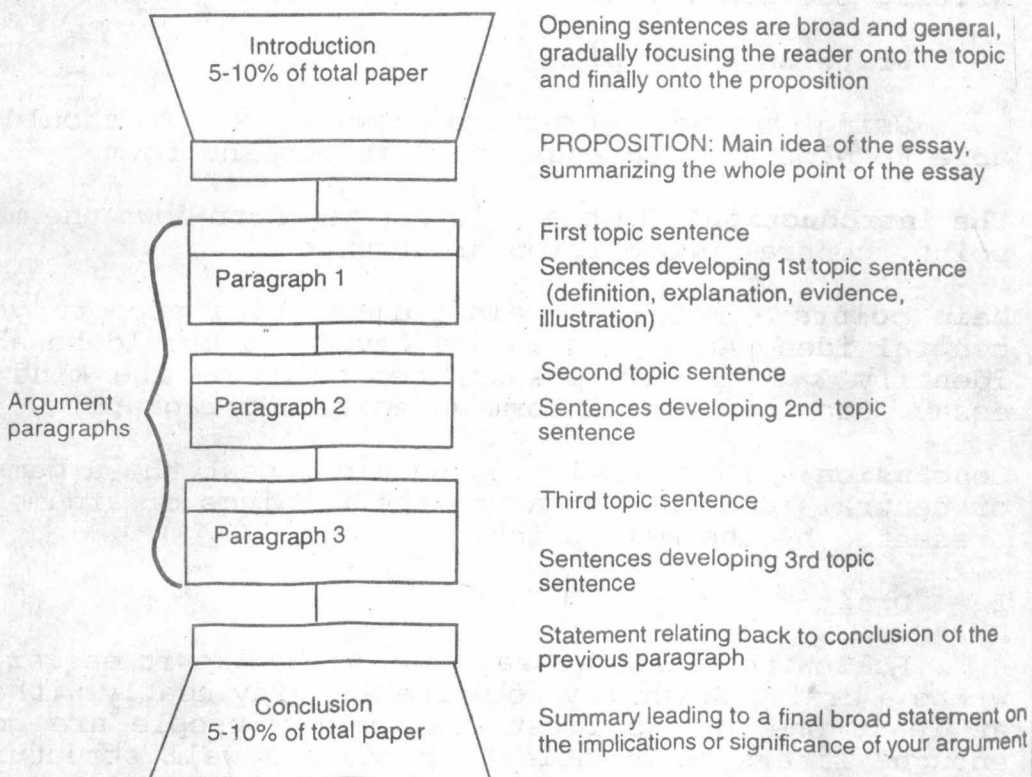


1. Write an essay plan
2. Draft
3. Revise
4. Edit
5. Write final version

THE STRUCTURE OF AN ESSAY

Before we examine these points in more detail, let us look at how an essay is structured. An essay is generally made up of three elements; Introduction, Body and Conclusion. The Introduction and Conclusion each make up about 5-10% of the total paper, while the evidence paragraphs (the body) make up the remainder.

- 0 The introduction should briefly outline your argument or thesis and/or give your overall position on the topic.
- 0 The Body may be made up of two or more supporting statements, followed by sentences which develop these ideas with evidence.
- 0 The Conclusion is a summarising statement which leads to a final broad statement on the implications of significance of your argument.



Paragraphs

A topic sentence should be used at the beginning of each paragraph. Its purpose is to introduce ONE idea which is then developed in the rest of the paragraph by

- o explanation
- o examples
- o proof
- o reasons

Length

An essay paragraph should not be longer than about 200 words. As a rule of thumb most essay paragraphs have 3 to 10 sentences.

Make sure you always develop arguments adequately.

Writing the essay

1. Write an essay plan

Using the essay structure shown above, you should be able to plot a broad essay plan in outline form.

The introduction - In the briefest way note down the main point, central proposition or argument.

Main points - Note the main points which support your central idea. At undergraduate level you should be able identify 3 to 5 main points, depending on the kind of essay. Each point will form a separate paragraph.

Conclusion - Your conclusion should repeat the argument or central idea and summarize the findings or arguments presented by the main points.

2. Draft

Following a broad essay plan will make it easier to write a draft. Never try to write an essay neatly without at least one or two first drafts. Few people are good enough writers to be able to produce a well structured essay in one sitting. Try to write as quickly as you can. Don't think about sentence structure, grammar of

spelling.

3. Revise

Take a break between writing the draft and writing the final version of the essay. This will allow you to disengage from your own writing and evaluate it critically. The things to look out for when revising your draft are:

- o Has the question been answered?
- o Are the central ideas clearly expressed and well supported by your main points?
- o Is there a logical thought flow from beginning to end?
- o Is the essay about the right length?

4. Edit

Before you write your final version are some things you should check first.

- o Does each paragraph have a topic sentence and a single subject?
- o Does sentence length vary?
- o Is your spelling correct?
- o Have you avoided using sexist language?
- o Have you used the first or third person correctly and consistently?
- o Are your quotes or citations properly integrated into your work? Have you distinguished between your ideas and the ideas of other writers?

5. Write final version

You are now ready to write a final version. Most lecturers prefer work to be typed on A4 paper. If this option is not available to you, make sure your writing is legible.



Markers hate struggling to decipher bad handwriting. The usual format to use is:

- o type (or write) in double space on one side of each page.
- o leave a 3 cm margin on the left side of each page for comments and feedback from your marker.
- o TAKE A COPY! If the assignment is lost it's your problem.

WRITING A BUSINESS REPORT

Report writing is another commonly used form of assessment. Always check with your lecturer for specific requirements. The following structure can be used for report writing at university level OR for report writing in a professional business situation. The principles for researching, drafting, editing and rewriting your report are the same as those described above for essay writing. The only difference is the overall structure.

The core structure of a report has 6 sections which can be arranged either deductively or inductively, depending on specific requirements (see graphic in margin on right).

Deductive

Title Page
Introduction
Conclusions
(Recommendations)
Discussion
References

Use if you want to present the findings first and the discussion last.

Inductive

Title Page
Introduction
Discussion
Conclusions
(Recommendations)
References

Use if you want to lead readers through your argument and convince them of your position.

Additional possible requirements

In some situations you would be expected to add the following additional sections as follows:

Covering letter/Memo
Title page
Executive Summary
Table of Contents

Introduction
Conclusions
(Recommendations)
Discussion
References

Basic Structure
(deductive approach)

Appendices

- o Covering letter/memo is used when report is going to several readers.
- o Executive Summary is for senior management to get a quick overview of the report findings.

- o Appendices provide detailed information for the specialist reader.

Covering letter

Communication Consultants
5 Branches Road
DUNEDIN

19 August 1994

"Communicate" South Regional Office
Cabel Street
DUNEDIN

Dear Ms Evert

Please find enclosed the report concerning management practices at the Southland Branch of "Communicate" as commissioned by you on 1 July 1994.

I would like to thank the manager and the five junior staff members for their willingness to discuss issues of concern with me.

Should you require any further analysis or wish to be provided with any additional information, please do not hesitate to contact me.

Yours sincerely

Kaitlin Jones
Consultant

Memo

MEMORANDUM

TO: Ms J Evert, Manager
South Regional Office

FROM: Mr R Morris

DATE: 19 August 1994

SUBJECT: Report on management and communications problems at the Southland office of "Communicate"

As directed, I have completed an analysis of the Southland branch of "Communicate" in response to staff complaints concerning management practices.

I would like to thank the manager and the five junior staff members involved for their cooperation.

Should you require any further analysis or wish to be provided with any additional information, please do not hesitate to contact me.

- o use a *memo* if the reader is in the same organisation and *covering letter* if not:
- o identify topic
- o identify person who commissioned report
- o acknowledge assistance
- o indicate willingness to provide additional information.

Title page

- o title of report
- o name of person submitting the report
- o name of person to whom the report is being submitted
- o date of submission
- o paper title and number

Conflict between senior
management and supervising
staff: Southland Branch Communicate

(19.8.XX)

By: J. Favour
To: Dr I.V. League
Paper 14.257
Conflict and Communication

Executive Summary

This is used when writing a report in a business context. It summarise the aims, objectives and main findings of the report. It provides a quick overview for the senior manager who does not have time to read the whole report.

Executive Summary

The purpose of this report was to analyse management conflict at the Southland Branch of "Communicate." Specific objectives were to identify key problems and offer recommendations to Regional Management.

Problems were located in the organization's structure, management style and lack of communication channels, especially between the branch manager and the supervisors. The report recommends a major restructuring of the branch, training for key personnel and clarification of job descriptions.

Table of Contents

Use if the report is longer than six pages.

Table of Contents

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| Executive Summary | i |
| Table of Contents | iv |
| 1. Introduction | 1 |
| 2. Conclusions | 2 |
| 3. Recommendations | 6 |
| 4. Discussion | |
| 4.1 Organisational Structure | 9 |
| 4.2 Management Styles | 11 |
| 4.3 Lack of Communications | 13 |
| 4.3.1 Training | |
| 4.3.2 Identification of Responsibilities | 17 |
| 5. References | |
| 6. Appendix A: Present Organisa- tional Structure | 21 |
| Appendix B: Proposed Organisa- tional Structure | 22 |
| Appendix C: Sample Job Descri- ption | 23 |

Introduction

- o briefly detail the context and subject of the report
- o define objectives of the report
- o outline scope of the investigation
- o indicate the broad conclusion reached by the report
- o comment on any limitation of the report and assumptions made

1. **Introduction**

This report was commissioned by Ms J Event, Manager - South Regional Office. Its purpose is to analyse and advise on how to improve management and communication practices at the Southland branch.

Southland branch is characterised by a lack of motivation at senior management levels. This lack of leadership, coupled with a flawed organization structure, is not conducive to effective management or communication practices. There are also several young supervisors who are clearly executive material for the future but are causing friction with staff, as they lack interpersonal communication skills.

This report analyses these problems and offers recommendations on how to counter them to improve management and communication practices leading to stability and the continued growth of the Southland branch.

An assumption is made that the Accountant's position is purely a staff function in line with current business practices.

Conclusion

- o conclusion should relate to the objectives detailed in the Introduction
- o be a list of numbered points
- o show major conclusions first
- o be short but identify major issues

2. Conclusions

- 2.1 Southland's current organization structure is inappropriate. There is an unnecessary layer of management between the branch manager and supervisors. Being made fully responsible for staff through direct line control will assist the manager in focussing more effectively on the supervisor's performance.
- 2.2 Southland is currently experiencing communication difficulties among management, accountant, supervisors, and junior staff. The responsibility for taking immediate action rests with the branch manager.
- 2.3 The branch manager is experiencing difficulties communicating with staff, since he has recently endured a serious personal loss. As a consequence the whole branch is failing to achieve desired results. This motivational problem is the responsibility of Southland branch manager's line manager to rectify.
- 2.4 The supervisor's lack of training and communication skills. Communicate will soon lose these potentially valuable staff if their manager fails to provide adequate support and supervision.

Recommendations

- o suggest an action
- o be related to Discussion and Conclusion
- o be numbered
- o be arranged in order of importance
- o be brief

3. Recommendations

- 3.1 Restructure Southland branch by aligning the accountant's position on the organisational chart as purely a staff function. The unity of command illustrated in Appendix 3 provides for clearly defined lines of command and communication. The manager then overviews and co-ordinates all of Southland's activities.
- 3.2 Send branch manager on an appropriate management/ communication training programme and perhaps suggest that he attend a grief counselling session.
- 3.3 The manager, Southland Regional Office, should support the branch manager and provide motivational guidance.
- 3.4 The branch manager should assist supervisors to develop improved methods of communicating with staff. He should maintain close contact with supervisors and appraise their performance every three months over the next year.
- 3.5 Send supervisors to an appropriate training course on supervision of staff.
- 3.6 South Regional Office to assist branch manager in working through job descriptions with all staff.

Discussion

- o explains your Conclusions
- o justifies your Recommendations
- o presents evidence for your conclusions
- o shows effects of current situations and potential benefits from your Recommendations
- o divide into numbered sections with headings
- o cite any theoretical arguments which support your position

4. Discussion

4.1 Business Communication

In any organization information flow is the life-blood of the business. Gray and Stark (1984) advise that communication is the medium through which action is introduced into the structure of the organization. Sligo (1994) believes that without effective communication, businesses fail and relationships wither.

With Sligo's advice in mind, let us analyse the effectiveness of Southland Branch's communication flow.

Manager/Accountant

There is little effective management of communication practice between these positions. The supervisory difficulties have surfaced many times, yet no training plan has been developed.

The branch manager infers he cannot handle the situation, yet with his vast experience he is in a perfect position to personally coach Harris, Maynard and Cambric to acquire the interpersonal and management skills necessary to work in harmony with their staff. Mace (1989) believes that the most effective way of providing for growth and development of subordinates is such coaching by line managers.

References

Refer to page 71 on APA referencing. Check whether this is the preferred method used by your department.

Appendices

- o provide detailed information for specialised people
- o relate clearly to the report
- o are listed in the Contents
- o are numbered and have a title

WRITING A RESEARCH REPORT

When producing scientific reports a certain format should be followed. This format will vary depending on your particular lecturer and on your level of study. The format most commonly used is:

Title Page
Table of Contents (if report is longer than 6 pages)
Abstract (Summary)
Introduction
Literature Review (for advanced research)
Materials and Methods
Results
Discussion
Conclusion
References
Appendices

Title Page

- o title of report
- o name of person submitting the report
- o name of person to whom report is being submitted
- o date of submission
- o paper title and number

Soil moisture as a predictor for
dairy factory milk intake

(16.9.XX)

By: J. Massey-Smith
To: Dr I.M. Busy
Paper: 19.xxx Ag. Research

Table of Contents

Use only if your report is longer than 6 pages. List headings and sub-headings exactly as they appear in the report. Produce Table of Contents last, after everything else has been finalised so that page numbers are accurate.

Table of Contents

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| Abstract | i |
| Table of Contents | iv |
| Section 1. Introduction | |
| 1.1 Plant Water Deficit and Apple Production | 1 |
| 1.2 Research Objectives and Hypothesis | 4 |
| Section 2. Materials and Methods | |
| 2.1 Experimental Site and Plant Materials | 6 |
| 2.2 Experimental Design and Soil Moisture Treatments | 7 |
| Section 3. Results | |
| 3.1 Soil Moisture Content and Plant Responses | 9 |
| 3.2 Vegetative Growth | 11 |
| Section 4. Discussion | |
| 4.1 Vegetative Growth | 13 |
| 4.2 Fruit Growth and Crop Yield Characteristics | 15 |
| 4.3 Fruit Quality | 15 |
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| 4.3.2 Possible causes of fruit quality changes | 18 |
| Section 5. Conclusion | 20 |
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Lists of figures or tables

List figures or tables separately after the Table of Contents. Usually you will only need to list these if writing at 300 or higher levels.

Abstract or Summary

Abstracts are written to provide the reader with a quick overview of the whole report. It should be no more than 300 words long and should contain:

- o purpose of the experiment
- o method used to conduct the experiment
- o main Results
- o conclusions

Abstract

The effect of copper sulphate applied to an established stand of lucerne (*Medicago sativa* L.) on a yellow-brown pumice soil was measured over a 4-year period. Dry matter yields were unaffected but plant and soil copper (Cu) were increased by Cu application. Plant Cu concentrations were maintained for 4 years at 7-8 mg/kg, which is adequate for sheep and beef cattle, by application of 3-4 kg Cu/ha. Extractable soil Cu values indicated that the residual effect of Cu application may last for a considerable time. It is concluded that a single application of Cu to lucerne when it is established is sufficient to provide herbage that contains adequate Cu for livestock for at least 4 years.

Introduction

An Introduction should explain why you did this work, and what its purpose is:

- o state the problem
- o reasons which justify investigation OR your hypothesis
- o objectives of the study

Introduction

Copper (Cu) fertiliser has been applied to lucerne on yellow-brown pumice soils of the central North Island to ensure that plant Cu concentration is adequate for grazing animals (Gordon 1973). Regular annual topdressing with copper sulphate has been the common practice.

In a survey of lucerne in the Taupo region, Forbes (1978a) found that soil Cu increased with each annual increment of added Cu. Cu application also increased plant Cu concentration from low initial values up to 8-10 mg/kg Cu, but then further additions of Cu did not increase plant Cu concentration beyond 10 mg/kg. This suggests that past top dressing with Cu has been excessive and it should be possible to reduce the frequency of application.

A field trial was undertaken to define more clearly the residual value of top dressed Cu. Results for the first 2 years have been reported by Forbes (1978b). In this paper, results for another 2 years are presented as well as some effects on soil Cu. A new recommendation for Cu application is made.

Literature review

A literature review is an extensive summary of the key research findings in a particular subject. They are usually only required at advanced levels. Don't include one unless you've been asked to.

Materials and methods

Cover what materials were used and how. Give:

- o the experimental design or theoretical approach
- o materials used in detail
- o what you did and how

Your description should enable your marker to assess the reliability and validity of your methodology. Or it should give enough detail for your experiment to be repeated so that results can be duplicated.

Materials and Methods

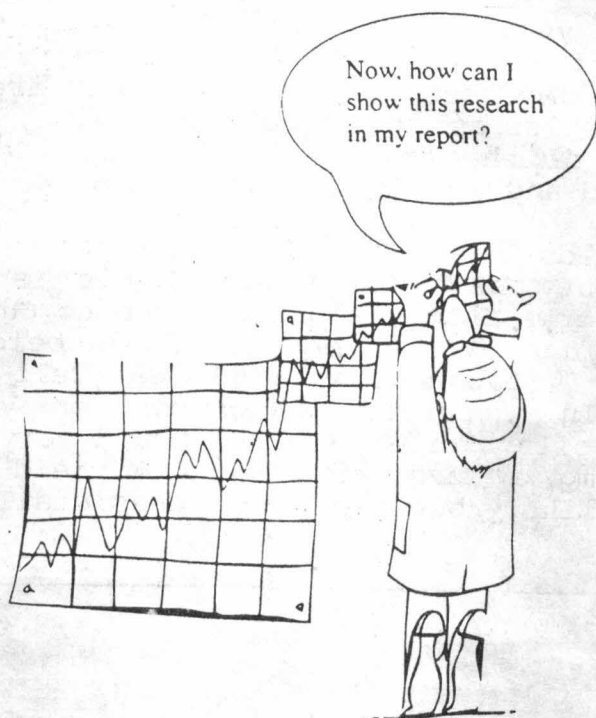
The trial design has been described by Forbes (1978b). Briefly, copper sulphate (CuSo₄.96H₂O; 25% Cu) was broadcast at 0, 0.5, 1, 1.5, 2, and 4 kg Cu/ha (six replicates) in 1976 to a 4-year-old stand of lucerne on Hinemaiaia sand, a water-sorted pumice soil at Kinloch, near Taupo. No Cu had been applied previously to the stand. In 1977, Cu treatments were repeated on one half of each of the plots so that two consecutive applications could be compared with only one at each rate. After 1977 no further Cu was applied so that the residual effect could be measured.

Superphosphate and potassium chloride were applied each year to maintain optimum phosphorus and potassium concentrations in the plants.

Lucerne was harvested at the 10-20% flowering stage and the crop removed from the trial site. There were three harvests in each year usually in early November, mid December, and late January.

After that, growth slowed and became irregular as a result of the droughtiness of the site and further measurements were not made. Lucerne samples, collected immediately before harvesting, were dried and ground to pass a 20-mesh sieve. Cu was determined by atomic absorption after digestion with nitric-perchloric acids.

Soil samples collected from 0-75 and 75'-150 mm depths with a 25 mm diam, corer were an-dried and ground to pass a 2mm sieve. Cu was extracted with 0.02M EDTA buffered at pH 5.5 with NH₄Cl (Forbes 1976) and determined by atomic absorption.



Results

Present what you observed or found. All results that will appear in your report must be presented in the section. New results should not appear in the Discussion or Conclusion. You may decide to combine your Results and Discussion sections. If so explain what the findings mean as you present them.

Discussion

Interpret results for reader especially in relation to the stated hypothesis. Consider the implications of the study - relevance, usefulness and limitations. This should be supported by results.

Results and Discussion

Dry matter (DM) yield

Mean-yields (total of three harvests each year) were 11 960, 11 780, 9 660 and 10 430 kg DM/ha in years 1-4 respectively. These are at the lower end of the range for lucerne yields in the district (McQueen & Baars 1980) but are not total annual yields as explained above. Also, by the last 2 years of the trial, the lucerne stand was 7-8 years old and yields usually decline at that stage.

Yields were not affected by Cu application throughout the trial period. This is consistent with reports that yield responses to Cu occur only where plant Cu concentration is below 4 mg/kg (Reuther & Labanauskas 1968; Sherrell & Rawnley 1982). In a survey of lucerne on yellow-brown pumice soils, Forbes (1978a) found very few stands with < 4mg/kg Cu so widespread DM yield response to Cu is unlikely but may occur occasionally (Toxopeus 1972).

Conclusion

Recap the major points made in your Discussion in relation to the stated hypothesis.

Conclusion

The plant and soil data both show clearly that Cu applied to lucerne on a yellow-brown pumice soil has good residual effect. Annual application is unnecessary as plant Cu concentration can be maintained for at least 4 years at a level that meets the Cu requirements of sheep and cattle by a single application of 3 kg Cu/ha. The current recommendation is to apply this amount when lucerne is being established on water-sorted yellow-brown pumice soils (Sinclair et al. 1984). Plant analysis after 4-5 years will indicate if Cu needs to be applied again before the stand runs out.

References

Show all sources that have been cited in your report. Sources that are not cited are shown under Bibliography after References. See APA referencing style on page 71.

Appendices

- o provide detailed information for some readers, e.g. maps, graphs, tables
- o should be numbered and be relevant to the report.

Using and Acknowledging Sources

When you write assignments there are always sources (books, articles, readings) to which you will refer. There are two important points that you should know, in relation to using and referring to sources.

1. Do not plagiarise
2. Reference your sources correctly.

WHAT IS PLAGIARISM?

Plagiarism occurs when you take the ideas of a source and either do not acknowledge them or present them as your own ideas. Most students have been guilty (unwittingly) of plagiarism from time to time as it is very hard sometimes to separate your ideas from someone else's. Remember, your lecturer will usually know when you are guilty of this and will mark you down as a result.

The ideas below may help you avoid plagiarism the next time you write an essay.

HOW TO AVOID PLAGIARISM

Adapted from an unpublished paper by Professor Peter Schroeder.

Suppose your essay topic is "The definition of 'female' work in the twentieth century." After conducting your initial research you decide to examine the role of 'housewives' in the twentieth century and how their work is defined.

In the course of your research you come across a book called *Man Made Language*, by Dale Spender, where you read:

Vast areas of female 'work' have been ignored to the extent that trying to include them in the male defined parameters of what constitutes work would be ridiculed. But given that

'work' is one means of attaining economic security, why should the arbitrary sexual division of labour be used to justify the legitimacy of male efforts and to dismiss female efforts in this respect. In a patriarchal society women may work at success with the same commitment as men, but it will take different forms. Being 'attractive' is not only one means of seeking economic security if one is female, it is also very hard work. The maintenance of an attractive figure, hairstyle, wardrobe, etc., can be no less arduous and time consuming a task than the maintenance of many a male career. Producing leisure for men can be no less demanding than producing for the GNP. If women's work were to be given equal status with men's work, and if women's meanings were allowed to emerge, entertaining, homemaking and child-rearing would no longer be dismissed and women would no longer reveal the absurdity of male definitions by stating 'I don't work. I'm only a housewife' as they rushed for twelve hours per day, seven days a week, to meet the demands which society imposes upon them but which it does not count.

What Spender has to say is useful for your paper. But how are you to use it?

Few students deliberately plan to plagiarise - to copy something word for word and hand it in as if it were original. Honest and sensible people have trouble using sources properly and sometimes stumble unawares into plagiarism, unless they understand clearly how to incorporate other people's ideas into their own work.

There are two ways in which you can best incorporate this information:

1. Place the quotation in quotation marks so that you acknowledge where the ideas came from. Usually you would choose to quote if the author has said something so well or articulately that you feel you cannot say it any better.

2. Another better option would be to look at the passage, try to figure out what it is saying, and put it in your own words:

The work done by women at home has been dismissed by society at large because the idea of work has been defined by men and housework is not seen as real work. (Spender, 1990.)

The idea is still Spender's. So, always put a note at the end of the paraphrase as shown above. This is called citing a source.

While these two methods of showing sources are correct, stringing together a series of such paraphrases, with occasional quotations, in the belief that you were doing a "research" paper with footnotes shows no evidence of your own thought processes.

Just what do such footnotes mean? How much of what you say is yours, how much is Spender's, or is there any difference? The problem for writers is to inform themselves as fully as possible about their topic and their sources, then form their own opinion. The job is not only to understand Spender, but to come to some personal understanding of the issue at hand. This means regarding Spender critically. If you end up agreeing with her, you should say so, explicitly. If not, point out where and why you differ.

We return once more to the issue of housework. What are the different perceptions people have of housework? Why have women become involved in housework? Is Spender's analysis accurate? Do you agree with her position? Can we define being attractive as hard work?

If you can think this way, you can come to terms with the problems of writing a paper using sources.

The point is that in using sources we must not be simple sponges, soaking up uncritically everything we read: we must distinguish between the opinion of the author we are reading and the opinion which we ourselves, after careful consideration, come to hold. And the opinions of others cannot stand by themselves. To present

the idea of someone else does not provide evidence that you have understood or have assimilated this idea.

The real problem, as we have seen, comes when we try to sort out the ideas, opinions and interpretations of other people from those we hold ourselves. Each of us has our own intellectual identity, though most of our ideas inevitably come from sources outside us, and a responsible use of sources recognizes that identify and distinguishes clearly between what we think and what our source thinks. It is not a sin to accept wholly another person's idea: "If we agree with Spender, as I do..." The sin is in not having sufficient self-confidence to position yourself between your sources and your writing. It is irresponsible to pass off anyone else's ideas as your own, without first making them your own through a process of critical scrutiny.

THE APA STYLE OF REFERENCING

Failure to show what sources you have used when writing and researching an assignment is regarded as academic dishonesty, which is why referencing is so important. Referencing also shows the range of your reading and preparation.

APA is one of the most common formats used for setting out references. Check which system is preferred by your department or institution.

Citing

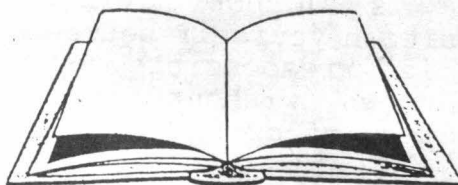
If you use someone's ideas, but not their exact words, then you are citing. Acknowledge the source by putting the author's last name and the date when the work was published in brackets at the end of the sentence:

The work done by women at home has been dismissed by society at large because the idea of work has been defined by men and housework is not seen as real work. (Spender, 1990)

Quoting

If you are using a short quotation in your own paragraph a page number needs to be included:

"Vast areas of female 'work' have been ignored to the extent that trying to include them in the male defined parameters of what constitutes work would be ridiculed" (Spender, 1990, p.69).



When the quotation ends a sentence, the full stop comes after the brackets.

If you are using a quotation which is longer than two sentences the quote should be indented five spaces and the quotation marks left off. The quotation should be acknowledged in the same way as above.

Vast areas of female 'work' have been ignored to the extent that trying to include them in the male defined parameters of what constitutes work would be ridiculed. But given that 'work' is one means of attaining economic security, why should the arbitrary sexual division of labour be used to justify the legitimacy of male efforts and to dismiss female efforts in this respect. (Spender, 1990, p.136)

Sometimes the author that you are reading will quote or cite another author. The rule here is that you should acknowledge both sources as follows:

"Men compete for rewards and achievements"
(Pogrebin, 1972, p.78 cited in Spender, 1990,

p. 136).

In the reference list at the end of your assignment you would list only Spender and not Pogrebin.

Reference list

This is a list of the full bibliographical details of the sources that you have cited or from which you have quoted in your assignment. If there are any other sources which you read as background reading, but do not cite, these should be included in a new list called a Bibliography. This will be formatted in exactly the same way as described below.

All items must be listed in alphabetical order as follows:

- o Author's surname first, with initials for first and second names only, followed by a full stop.
- o Date of the publication in brackets (of latest edition), followed by a full stop.
- o Title, city of publication and publisher. On the reference page only, the first letter of the first word of the title and subtitle is capitalised. Title and subtitle should be underlined or italicized. The title is followed by a full stop. A colon (:) separates the place of publication from the publisher's name. The entry ends in a full stop. Note that the second line is indented so that the author's surname stands out.

References from books:

Single Author

Sligo, F. (1991). Organisational behaviour: Case Studies and commentaries. Palmerston North: Dunmore Press.

Single Author, later edition

May, C. (1992). Effective writing: A handbook for accountants (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Two Authors

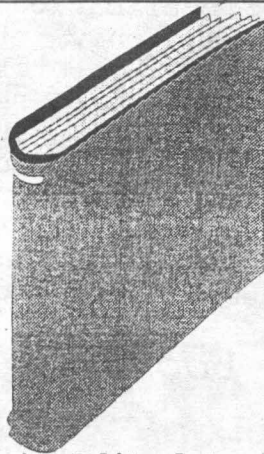
Strunk, W., Jr., & White, E.B. (1979). The elements of style (3rd ed.). New York: Macmillan.

Corporate Author

American Psychological Association. (1983). Publication manual (3rd ed.). Washington, DC: Author.

Edited Book

Jackson, R., & Buckland, T. (Eds.). (1991). Summer Schools: A unique grouping. London: Oxford University Press.



Article of Chapter in Edited Book

Mellallieu, P.J. (1993). The post modernist manager. In P.J. Mellalieu & N. Boneparte (Eds.). The manager: Missionary, magician and megalomaniac (pp. 134-159). New York: John Wiley and Sons.

Referencing a periodical

Titles of periodicals should be shown in full and italicised (or underlined) and followed by volume numbers, italicized, and page numbers, not italicized. Titles of articles should not be italicized, underlined or placed in inverted commas.

Journal Article, One Author, Journal Pagination by Volume

Ferguson, I.S. (1973). Forecasting the future for timber. *The Australian Journal of Agricultural Economics*, 18, 562-578.

Journal Article, Two Authors, Journal Paginated by Issue

Becker, L.J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Science Issues*, 37(2), 1-7.

Magazine Article

Emerson, A-M. (1991, December 10-17). Bald is beautiful. *The Listener*, p.16.

Newspaper Article, No Author

Students attack Todd report. (1994, June 16). *The Dominion*, p.3.

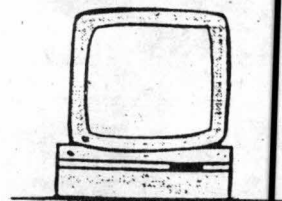
Newsletter Article, Corporate Author

Staff. (1992, September 3). Why students should pay more. *National Business Review*, p.7.

Internet

Should you want to reference on-line journals with general access through internet, this is how:

Last name, Initials. (Year, Month)
Article title [length of article in



paragraphs]. Journal Title [the words "on-line serial"],
volume # (issue#).
Available: pathname.

Referencing study guide material

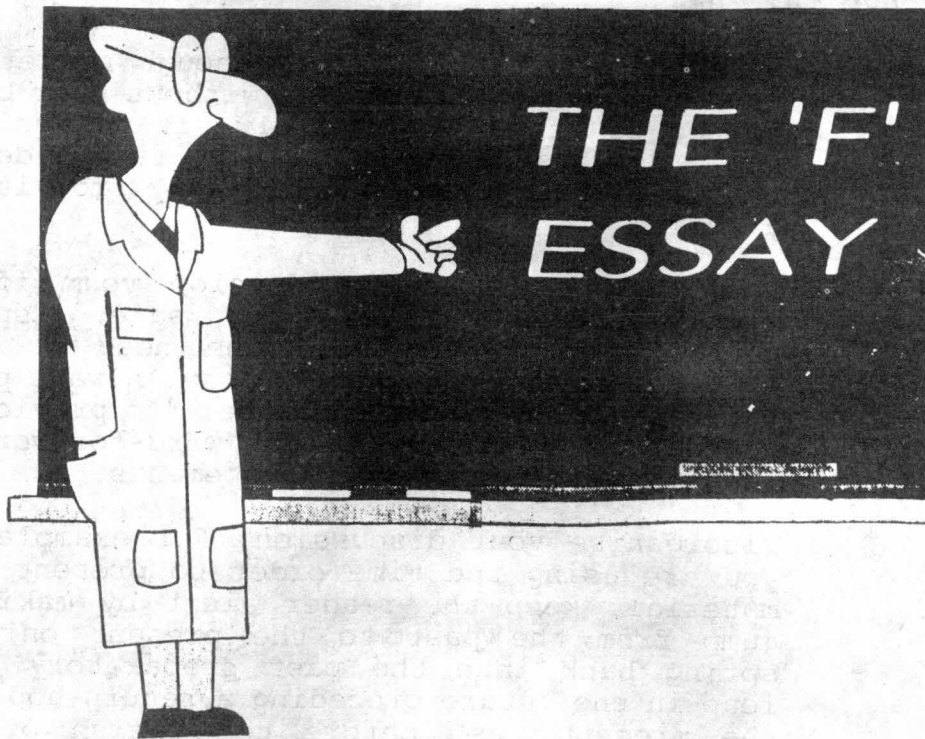
Where study guide has an identified author:

Emerson, L. (1994). Assignment writing guidelines for
business students (2nd ed.). Palmerston North:
Business Studies Faculty, Massey University.

Where study guide has no identified author:

Department of Management Systems, Faculty of Business
Studies. (1994). 26.120 Introduction to organisat-
ion and management. Palmerston North: Author.

If you need to know how to reference any other kind
of material such as study guides or abstracts refer to
the APA Style Manual (Publication Manual of the American
Psychological Association, Edition 3).



THE 'F' ESSAY*

How to write an "F" Essay

adapted from a paper by Joseph Pattison, from Applied English Workbook.

Writing an "F" essay is admittedly not an easy task, but one can learn to do it by grasp of the principles to use. The thirteen below, if practised at all diligently, should lead any student to that fortune in his writing.

* Not to be taken seriously - for those in doubt.

OBSCURE THE IDEAS:

1. Select a topic that is big enough to let you wander around the main idea without ever being forced to state it precisely. If an assigned topic has been limited for you, take a detour that will allow you to amble away from it for a while.
2. Pad! Pad! Pad! Do not develop your ideas. Simply restate them in safe, spongy generalizations to avoid the need to find evidence to support what you say. Always point out repetition with the phrase, "As previously noted..." Better yet, repeat word-for-word at least one or two of your statements.
3. Disorganise your discussion. For example, if you are using the time order to present your material, keep the reader alert by making a jump from the past to the present only to spring back into the past preparatory to a leap in the future preceding a return hop into the present just before the finish of the point about the past. Devise comparable stratagems to use with such other principles for organising a discussion as space, contrast, cause-effect, and climax.
4. Begin a new paragraph every sentence or two. By generous use of white space, make the reader aware of looking at a page blank of sustained thought. Like this.

MANGLE THE SENTENCES:

5. Fill the areas of your sentences with dead-wood. Incidentally, "the area of" will deaden almost any sentence, and it is particularly flat when displayed prominently at the beginning of a sentence.
6. Using fragments and run-on or comma-spliced sentences. Do not use a main subject and a main verb, for the reader will get the complete thought too easily. Just toss in part

of the idea at a time, as in "Using fragments..." To gain sentence variety, throw in an occasional run-on sentence thus the reader will have to read slowly and carefully to get the idea.

7. Your sentence order invert for statements of the least important matters. That will force the reader to be attentive to understand even the simplest points you make.
8. You, in the introduction, body, and conclusion of your essay, to show that you can contrive ornate, graceful sentences, should use involution. Frequent separation of subjects from verbs by insertion of involved phrases and clauses will prove that you know what can be done to a sentence.

SLOVENISE THE DICTION:

9. Add the popular 'wise' and 'ise' endings to words. Say, 'Time-wise, it is fastest to go by U.S. 40,' rather than simply, 'it is fastest to go by U.S. 40.' Choose 'circularise' in preference to 'circulate'. Practice will smartenise your style.
10. Use vague words in place of precise ones. From the start, establish vagueness of tone by saying, 'The thing is...' instead of, 'the issue is...' Make the reader be imaginative throughout his reading of your paper.
11. Employ lengthy Latinate locutions wherever possible. Shun the simplicity of style that comes from apt use of short, old familiar words, especially those of Anglo-Saxon origin. Show that you can get the maximum (L.), not merely the most (AS.), from every word choice you make.
12. Inject humour into your writing by using the wrong word occasionally. Write 'then' when you mean 'than' or 'to' when you mean 'too'. Every reader likes a laugh.

13. Find a 'tried and true' phrase to use to clinch a point. It will have a comfortingly folksy sound for the reader. Best of all, since you want to end in a conversational and friendly way, sprinkle your conversation with cliches. 'Put a little frosting on the cake,' as the saying goes.

Well, to ensconce this whole business in a nutshell, you, above, all, an erudite discourse on nothing in the field of your topic should pen. Thereby gaining the reader's credence in what you say. Suggestion-wise, one last thing: file-ise this list for handy reference the next time you a paper write.

Examinations

Exams can count for 50% or more of your final mark so it is important to be well prepared for them.

PLANNING REVISION

When planning your revision you should plan to complete all other course requirements as well. Make a list of the marks you have obtained in other assignments throughout the year in the papers you are taking. This will give you an indication of what you need to get in the exams to pass the paper.

GET AN OVERVIEW

For each paper, make a list of topics covered during the year. Under each topic list the subtopics. This exercise should give you a good overview of what you have studied over the year.

INFORM YOURSELF ABOUT THE EXAM

Try to find out as much as you can about the exams that you are sitting.

- o Find out the length, structure and content of the exam. Does it include essays, short answers, multiple choice questions?
- o Which topics that you covered are examinable and which are not?
- o Look at past exam papers to get a sense of how questions are phrased and what is usually covered.
- o How will the marks be allocated?



If you can find out this kind of information you will get a better idea of what and how much to study when you prepare for the exams.

ESTABLISH A STUDY ROUTINE

By the time you are three or four weeks from your exam you should have an established routine of revision.

- o Plan study in advance and be specific about what you want to do, when and where.
- o Have a daily 'to do' list on which you tick off study tasks as you complete them. It is much easier to maintain concentration when you can see that you are making progress. The act of ticking off completed tasks reinforces your routine.

TO DO:

Revise essay question

Review notes

Re-read study guide

- o Break study up into small manageable parts. This way you can see progress being made in each study session without feeling overwhelmed by the amount of work which lies ahead. Usually one hour periods are realistic with five to ten minute breaks between them. Your concentration diminishes over time, so long hours of study without a break become inefficient.
- o Reward yourself for making progress with your study. When you have completed a study task, do something which makes you feel reward for your effort.
- o Rest or sleep if you are really tired, even for a short time. Healthy, rested people perform better.

USING NOTES

Hopefully, by this time of the year you will have notes on the readings you have done. Some students, however, may be reading some material for the first time. The importance of notes is central to learning and memorizing.

ACTIVE REVISION

The principles of good memorizing:

- o first understand the material to be learnt
- o relate new material to what is already familiar to you
- o use new material as soon as possible
- o select the important items to remember
- o organize the material into a meaningful system
- o try to memorize the material in the same logical sequence
- o long pieces should be memorized in shorter chunks
- o keep the overview in mind
- o review previous sessions in each new session
- o use active methods of revision such as rhythms, mnemonics, diagrams, numbers of items, etc. Jot down notes on cards and stick

them up where you will see them - kitchen, bathroom mirror, etc.

- o overlearn material - keep learning it even after you know it (but not for too long, as the returns diminish).

ON THE DAY

(i) Time and Venue

Put your exam timetable in a prominent place and get someone else to check the details with you. There are no second chances if you make a mistake. Make sure you get up on time and don't wear tight, uncomfortable clothing to the exam.



If possible, locate the venue in advance and check out the travelling time required and the availability of parking. Leave ample time to get there and make provision for the unexpected.

Usually you cannot enter an exam room later than 45 minutes after the exam has started. And usually you cannot leave within the first hour or the last 15 minutes.



(ii) Documentation

Take ID cards and exam registration cards.

(iii) Writing The Exam

Read through the entire paper. This will avoid the mistake that many students make: getting half way through an answer they didn't do.

(iv) **Select questions.** Make a note of compulsory questions. Select the questions that you will do and the order in which you will complete them. Easier questions and compulsory questions should be done first.

(v) **Allocate your time.** Look at the mark allocation per question and then work out the time you should spend on each question. For example: If you are writing a three hour exam worth 120 marks and one question is worth 40 marks then you should spend roughly

$120/40 = 1/3$ of your time on that question which will be about an hour.

Never go over time on an 'easy' question that you know well. This is a common error. The 'easy' question may be worth a small percentage of the total marks and you will not have enough time to tackle harder questions properly.

You don't need to spend a lot of time working this out - simply give yourself an indication of how long you should spend on each question. The reason for doing this is if, for example, you are writing an essay on a topic you know well, you may forget the time. And concentrating your efforts on one section which may only be worth a percentage of the total marks may disadvantage you. Be firm about observing time allocation. When the time is up move on to the next question.

(vi) **Beginning to write**

- o Spend a short time organising your answer
- o Brain storm by writing down quickly what comes to you. Write down memorised headings, key words
- o Organise into logical sequence

(vii) **The importance of a legible test answer**

Make sure your handwriting is easy to read. Your examiner has many scripts to mark and not only are badly written scripts a struggle, but markers cannot give credit for what they cannot read.

(viii) **Stress management**

Stress produces extra adrenaline in your system which increases alertness and energy. This in turn enables you to react faster in an exam.

If you were asked now to plan and write a four page essay in less than an hour, you probably could not manage it. Yet most people manage to think and write continuously for three hours in an exam situation.

To make stress work for you, keep this in mind:

- o Don't let it build up. Work it off with exercise or breaks.
- o Don't let it continue for too long. Performance levels do not continue to rise as a result of stress.

Try these suggestions:

- o Be well prepared - you will feel more confident.
- o Keep yourself reasonably fit.
- o Learn to breathe as a relaxation technique. Breathing is the first thing that changes when you get stressed. If you can slow your breathing your mind and body will also calm down and you can stop negative stress from progressing further.
- o Try to relax before your exam. Avoid cramming the night before.

(ix) **Memory blocks in exams**

If this happens to you, try not to panic - this will make it worse.

- o Take several calm, slow, deep breaths. Try to relax - this should reduce your anxiety. If you lose 5 or 10 minutes regaining your composure, it is not the end of the world..
- o If you still cannot remember the information pass over the question. You can return to it later.
- o Try to use mental association to recall the blocked information. Think back to your notes; remember how you made them, what they looked like. Jot down what you remember and try to fit the blocked information into the whole pattern.

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Three people helped enormously with this publication each offering a range of excellent ideas and suggestions from their own particular viewpoint. Karen Rhodes meticulously discovered every absent comma. Stephanie Brennan invented a suitable system of headings. Lisa Emerson wanted the whole thing to be double the length.

But it is to Lisa that I am particularly grateful. Three sections in *The Learning Game* are based almost entirely on material that she has written at Massey University. The sections *Writing a Business Report* and *Writing a Research or Lab Report* draw heavily on the two style manuals Lisa wrote for the Faculty of Business Studies and the Faculty of Agricultural and Horticultural Sciences. Her section on APA referencing also appears here.

I am indebted to Lucy Marsden for her comprehensive and detailed contribution on the library and to Alison Rowland for her understanding support. Finally thanks to Tom Prebble for his very useful insights into distance education.

MARIAN HOOKHAM

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**Allama Iqbal Open University
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NEED TO DEVELOP MEDIA ORIENTED EDUCATION CULTURE IN PAKISTAN

By

Muhammad Muneer Malik*

Today, the world is too much advanced. During the past century, our globe has particularly witnessed tumultuous changes in the whole domain of human activity marked with highly accelerated speed of modernization. Any nation wishing to keep pace with the contemporary world, has to introduce improved modes to disseminate learning with greater degree of communicative efficiency both at basic and higher levels of education. And only a forward looking and pragmatic approach and attitude in education sector would ensure our honorable existence in the world.

Now much of the content of education, new and multi-dimensional, obviously needs to be instilled through such means as are adequate, effective and within the reach of a wider circle of learners. It is generally observed that traditional disciplines and subjects can be inculcated through modern and innovative media with equally desirable efficacy. The help of audio-visual aid also brings ease and convenience in teaching-learning process as compared to unilateral lecture method from which only those can best benefit having greater power of retention. It may be a digression, but the analysts ascertain the potential of this media from absorbing influence of audio cassettes and video films on domestic socio-cultural trends particularly on youth.

Despite such significance of electronic media, the quantum of its use for education purpose in Pakistan is least encouraging. What is the most desirable then? Educationists and media experts are required to join hands to explore the possibilities of using radio and

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television to increase both the quality and quantity of education through non-formal system as well as formal system of education. We need to expedite the process through involving all responsible organizations and ensuring active participation of all groups of learners.

Radio broadcast came with the inception of the motherland, but then there was no concept of education through the electronic media. Now various programmes of Pakistan Broadcasting Corporation are in the category of education, but these can be termed as programmes of general interest and not for specific objectives.

Similarly, Pakistan Television has been working for three decades and has improved with the passage of time with regard to quality and variety of programmes. It also offers three defined groups of programmes enumerated as *Education, Information and Entertainment*, but all these programmes are produced and telecast for common viewers and are not for specific purpose. The statistics showing radio and TV signals coverage of land area and population percentage is given in the table:

| Radio | Area | Population |
|--|------|------------|
| (through PBC Network) | 75% | 95% |
| Television (through PTV Network) | 47% | 87% |
| Television (through ETV or PTV-2) | 76% | 95% |
| PTV & ETV coverage (through Dish Antenna) | 100% | 100% |

These figures make it candidly clear that this single means of education can encompass the largest number of students in urban areas, and in far-flung rural localities well. The production cost approximately calculated as Rs.0.1m for one television programme for periodic use should be the most economic when utilized to teach a particular lesson to all students of a particular stage. This manifests relevance and advantage of media in raising literacy rate and education. But we have yet to develop a media-oriented education culture in the country. However, the recent development i.e. installa-

tion of Educational Television (PTV-2) with one production centre at Islamabad and 16 re-broadcast centres across the country has provided a ray of hope that in the near future this potential wing will yield phenomenal results.

The task is still challenging as the fault also lies at the receiving end. People still hardly believe that education is possible through radio and television programmes. The reasons are numerous. First, we have no experience in this venture. Then, there lies much difficulty in incorporating academic lessons and aesthetics together in a programme. The programmes containing contents which serve certain specific objective simultaneously having fascinating and absorptive quality for general viewers, have not been abundantly produced and put on network telecast. Again, the students of elementary and tertiary classes do not have enough awareness for this possibility, neither they have been provided with such facilities.

The situation can be improved by starting a morning transmission of educational programmes and telecast schedule be sent to all educational institutions of the country with a binding directive to provide and ensure viewing facility to the students. Schools and colleges of remote areas deserve special attention and should be provided audio and video equipment units. Similarly, cassettes of these programmes have to be made available in markets for those interested to possess them for their own use. The emphasis on supplementing and enriching curricula of professional and formal systems is very vital as the number of beneficiaries would rapidly increase, which in turn will demand more production of educational software.

The bulk and range of contribution in education rendered by the Allama Iqbal Open University, the pioneer institution in *distance learning system* in Asia is quite enormous. Its imitation in neighbouring countries like India and Sri Lanka has obviously opened to new vista for the masses keen to avail a second chance to get their knowledge and skill improved and updated. It has been the very nature and potential inherent in the system which facilitated academicians to form and offer syllabuses at the basic level of formal and technical education, and

simultaneously at tertiary level in a reasonable variety of disciplines, and this fact is reflected by the numbers of students and courses which figure in millions and hundreds respectively. Yet, launching of such a big quantum of courses together with adequately supported and supplemented media aid made a cause to prove the phenomenon of *distance learning system* a successful experience.

Regrettably, we find no private sector or any notable NGO interested in education through electronic media. Now some of the media experts are successfully engaged in private production of entertainment programmes. Similar practice is worth imitating in the educational sector. And if private sector is given incentive it is likely to come out with useful results. These experts may also derive inspiration out of commitment to their soil and may begin to contribute substantially in giving impetus to this vital national pursuit.

The importance of the role of media in education can be gauged by comparing its function in promotion of education in European as well as American continents where literacy rate often touches cent per cent target and quality of education is more than satisfactory. The help of this advanced wing which can properly cater for their extraordinary needs is taken in both formal sectors. However, the big difference between their educational infrastructure and prevailing conditions in Pakistan or other Asian and African countries cause a real difference in quality and technique in production of educational material. But, areas of fruitful collaboration can be found where there is identification of contents particularly science subjects and some recently developed disciplines e.g. genetic engineering and studies in supercomputers, etc. The countries of subcontinent including Pakistan, Sri Lanka, Bangladesh, and India, etc can profitably cooperate because social-cum-economic status of these countries present similar problems to their educationists. And collective efforts in using this innovative mode of spreading education would invest greater potential and momentum in their endeavour to eradicate illiteracy and to develop learning in these countries.

Again, in the domestic scenario, the *National Education Policy* (1992) envisages application of media as an instrument for the purpose, but its needs to be implemented. After such meticulous paperwork at Federal level, the great necessity is to implement the plan so as to speedily gain our national objectives in education.

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RESEARCH NOTES

**AN EVALUATIVE SURVEY OF
CROSS-CULTURAL
LEARNING THROUGH VIDEO MATERIALS¹**

By

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Jackson H. Bailey², Caroline Bailey²
Mika Osakabe², David W. Plath³

Abstract

An evaluative survey was held in the US regarding three video programmes recently produced to facilitate understanding of the realities of ordinary Japanese life. The viewers evaluated these programmes as having satisfactory educational qualities. In addition, the programmes created significant learning effects on the viewers, who felt the Japanese were more understandable and easier to get along with, after seeing the films. But they also found the Japanese less intelligent, which may reflect a realistic modification of Americans' high regard of Japanese industriousness. Moreover, the films increased the viewers' cultural interest towards Japan, as well as their feelings of similarity between the two cultures. Path analysis suggested that positive images of the people and feelings of similarity contributed significantly in cross-

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cultural learning processes. Specific descriptions of learning outcome and suggestions for programme improvement were also collected.

Keywords

Cross-cultural education, distance education, educational evaluation, college students, Japanese culture.

Introduction

The present research is an evaluation survey of three video programmes newly produced at the National Institute of Multimedia Education, Japan (NIME). This survey has at least three different qualities from previous studies of its kind.

Table-1 Programme Description

Japan: Resources for Understanding

Video productions depict Japanese society as a monolith. News reports accent the dramatic, the exotic, the current tensions. Yet Americans and Japanese are living and working together in rapidly increasing numbers, with each side inclined to understand the realities of ordinary life and the varieties of everyday people in the other culture. With several thousand Japanese firms now operating in small towns all across the United States, local educational, civic and business groups need video resources that the mass media are not providing.

To address this problem, a bi-national group of Japan Studies and television professionals has begun producing quality media materials of this type. The materials are educational in concept and are tailored for audiences in schools and colleges, in civic groups and in business organizations. Design and production are being carried on in collaboration with the National Institute of Multimedia Education,

Chiba, Japan.

Three 30-minute programmes are ready for distribution:

1. AS IWATE GOES: Is Politics Local? An on-the-scene report from two small towns in northeastern Honshu as they struggle to reconcile local needs with national policies in their efforts to combine economic development with environmental protection and an aging population.
2. AS IWATE GOES: Is Culture Local? A companion report from two other small towns in the northeast, one of them nationally famous for having preserved its local legends and making them into a tourist attraction, the other a nearby community striving instead to create new traditions.
3. NEIGHBORHOOD TOKYO A vivid portrait of a community of Mom-and-Pop stores and small enterprises, seen through the eyes of Theodore Bestor, an American anthropologist who has been tracking events in the locale for more than a decade.

First, as shown in Table-1, our target programmes are cross-cultural learning materials, especially developed for the American public. They were so produced to facilitate understanding of the realities of ordinary life and the varieties of everyday people in Japan, not the highly industrialized techno-Japan nor the culturally exotic trad-Japan. Three 30 minute programmes have been completed so far by a bi-national group of Japan Studies and Television professionals (Bailey, 1992; Plath, 1993).

Secondly, this study adopted both direct and indirect methods of evaluation. That is, viewers were asked to give direct EVALUATIVE responses and suggestions for improvement. At the same time, however, since video watching is one type of teaching-learning process, a quasi-experimental approach was taken to see what happens during and after watching a programme. The educational efficacy of the programme could then be assessed as well

as the factors that would affect direct programme evaluation. Table-2 shows the various constructs measured before and after viewing a programme.

Table-2 Measurement Before and After Viewing

| (Before Viewing) | (After Viewing) |
|---|--|
| (Face Sheet) | Learning activities during the viewing ^g |
| Image of Japanese people ^a | Prior knowledge of the programme contents ^h |
| Image of American People ^a | Learning outcome ⁱ |
| Perceived similarity between the two nations ^b | Programme evaluation ^j |
| Interest in Japan ^c | Interest in Japan ^c |
| Interest in the US ^d | Interest in the US ^d |
| Knowledge of Japan ^{c,e} | Image of the people in the programme ^a |
| Japanese language ^l ability | Change of image of Japanese and Americans ^k |
| | Perceived similarity and its change ^l |
| | Contact with things Japanese ^m |

| | | | |
|-------|-----|-----|-----------------------------------|
| Note: | a | 18 | 7-point bi-polar scales |
| | b | 16 | 5-point scales |
| | c,d | 10 | 5-point scales |
| | e | 9 | multiple choice test |
| | f | 4 | 4-point scales |
| | g | 30 | 4-point scales |
| | h | one | binomial scale and free response |
| | i | 3 | binomial scales and free response |
| | j | 8 | 7-point scales and free response |
| | k | | free response |

- l 10 5-point scales and free response
- m 10 binomial scales and response.

Thirdly, a pilot survey team was sent from NIME and, in close collaboration with Earlham College Institute for Education on Japan, they made a preliminary survey trip in the Midwest region, thereby being able to prepare a well-designed evaluative instrument. It is noteworthy that the design, material production, and evaluation were all pursued by a group of bi-national bi-lingual professionals, which may be a rare and valuable occurrence in the field of cross-cultural education.

Additionally, since the programmes deal with unfamiliar issues even to Japanese college students, a comparative study was also planned and carried out. The result does not appear in this paper, but it will be separately reported in the nearest future.

Method

A. Subjects

1. Pilot Survey in Midwest (October, 1992):

149 college students. (Earlham College, Richmond, IN, and University of Illinois at Urbana-Champaign, IL. 59 of them watched one of the three programmes. But 90 others watched other educational programmes on Japan, so they were not included in the present analysis).

57 Japan Studies specialists. (Midwest Conference on Asian Affairs in Oshkosh, WI, Ohio Asianist conference in Columbus, OH, and Faculty of Anthropology, University of Illinois at Urbana-Champaign).

25 community residents. (Richmond, IN, and Urbana, IL).

Constant revision of the instrument design did not allow quantitative examination of this preliminary survey, but the free-response data are valid and included in content analysis.

2. Main Survey in Midwest (November-December, 1992):
(Table 3)

141 college students. (Of four colleges)

5 business persons. (Indianapolis, IN)

134 Japanese college students joined the survey and their data were included in scale development so that the common scales across the two cultures could be obtained.

Table-3 Student Attitudes by Programmes

| | ALL POLITICS CULTURE | | | NEIGHBOR POLITICS LOCAL | | CULTURE LOCAL | | TOKYO |
|--|----------------------|------|------|-------------------------|-------------|---------------|-------|-------|
| | | | | TOOKYO | MALE FEMALE | MALE FEMALE | MALE | |
| I. SEX | | | | | | | | |
| N OF OBSERVATIONS | 146 | 93 | 19 | 34 | 75 | 18 | 11 | 8 |
| 1. MALE | 82.2 | 80.6 | 57.9 | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| 2. FEMALE | 17.8 | 19.4 | 42.1 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 |
| II. AGE | | | | | | | | |
| MEAN | 1.17 | 1.22 | 1.26 | 1.00 | 1.16 | 1.44 | 1.27 | 1.25 |
| N OF OBSERVATIONS | 146 | 93 | 19 | 34 | 75 | 18 | 11 | 8 |
| 1. UNDER 25 | 90.4 | 88.2 | 84.2 | 100.0 | 92.0 | 72.2 | 81.8 | 87.5 |
| 2. 25 - 34 | 2.7 | 3.2 | 5.3 | 0.0 | 1.3 | 11.1 | 9.1 | 0.0 |
| 3. 35 - 44 | 6.2 | 7.5 | 10.5 | 0.0 | 5.3 | 16.7 | 9.1 | 12.5 |
| 4. 45 - 54 | 0.7 | 1.1 | 0.0 | 0.0 | 1.3 | 0.0 | 0.0 | 0.0 |
| 5. 55 - 64 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 6. 65 OR OVER | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| III. EDUCATIONAL BACKGROUND | | | | | | | | |
| N OF OBSERVATIONS | 145 | 93 | 19 | 33 | 75 | 18 | 11 | 8 |
| 1. HIGH SCHOOL COMPLETED | 46.2 | 44.1 | 0.0 | 78.8 | 46.7 | 33.3 | 0.0 | 0.0 |
| 2. TWO-YEAR-COLLEGE COMPLETED | 3.4 | 4.3 | 5.3 | 0.0 | 5.3 | 0.0 | 0.0 | 12.5 |
| 3. FOUR-YEAR-COLLEGE (1ST-YEAR COMPLET | 12.4 | 12.9 | 5.3 | 15.2 | 13.3 | 11.1 | 0.0 | 12.5 |
| 4. FOUR-YEAR-COLLEGE (SOPHOMORE COMPLE | 8.3 | 10.8 | 5.3 | 3.0 | 8.0 | 22.2 | 9.1 | 0.0 |
| 5. FOUR-YEAR-COLLEGE (JUNIOR COMPLETED | 20.7 | 18.3 | 63.2 | 3.0 | 16.0 | 27.8 | 81.8 | 37.5 |
| 6. FOUR-YEAR-COLLEGE (SENIOR COMPLETED | 6.2 | 5.4 | 21.1 | 0.0 | 6.7 | 0.0 | 9.1 | 37.5 |
| 7. GRADUATE SCHOOL COMPLETED | 2.8 | 4.3 | 0.0 | 0.0 | 4.0 | 5.6 | 0.0 | 0.0 |
| V. CITIZENSHIP | | | | | | | | |
| N OF OBSERVATIONS | 142 | 90 | 18 | 34 | 72 | 18 | 10 | 8 |
| 1. JAPANESE | 0.7 | 0.0 | 5.6 | 0.0 | 0.0 | 0.0 | 0.0 | 12.5 |
| 2. ASIAN | 0.7 | 1.1 | 0.0 | 0.0 | 1.4 | 0.0 | 0.0 | 0.0 |
| 3. OTHERS | 98.6 | 98.9 | 94.4 | 100.0 | 98.6 | 100.0 | 100.0 | 87.5 |
| VI. DO YOU HAVE ANY JAPANESE RELATIVES OR BACKGROUND RELATED TO JAPAN? | | | | | | | | |
| N OF OBSERVATIONS | 146 | 93 | 19 | 34 | 75 | 18 | 11 | 8 |
| 1. YES | 4.1 | 3.2 | 15.8 | 0.0 | 4.0 | 0.0 | 0.0 | 37.5 |
| 2. NO | 95.9 | 96.8 | 84.2 | 100.0 | 96.0 | 100.0 | 100.0 | 62.5 |

B. Procedure

The survey consisted of pretest and posttest sessions. The subjects first answered the Pre-Viewing Questionnaire, then viewed one of the three 30-minute

programmes, and finally answered the Post-Viewing Questionnaire.

Survey manuals, questionnaires, and video programmes were sent to four Japan Studies specialists who generously offered cooperation. Questionnaires were administered in a class hour, and then sent back to NIME via Earlham College.

C. Instrument Design. (Table 2)

Some previous studies on cross-cultural experiences and on teaching-learning processes provided the basis of item generation. In addition, in the course of the pilot survey and discussion among the bi-national group, the whole instrument design was checked and refined.

A quasi-experimental method was preferred because image, perceived similarity, and interest might be changed by watching a programme (cf. Furuhata et al., 1986). Also, the programmes might be differentially perceived and evaluated according to the subjects' preceding attitude and knowledge.

The reason why the image of Americans and interest in the US might change despite the fact that all three programmes deal with Japan and its people, is because the host commentator in each programme more or less tries to relate the topics to domestic issues in the US, so the viewers might change their attitude towards their own nation, which could be termed the "reflection phenomenon".

Note that interest in Japan and in the US were not measured by the same items. Also, posttest items of perceived similarity were only part of its pretest items. These irregularities are due to efficient adaption of this instrument to programme contests; that is, only those items were presented that could supposedly reflect possible changes after the viewing.

Results and Discussion²

We could ascertain that most of the students had no Japanese background, no ability in Japanese language use, and little direct contact with Japanese people. So, at

least in this respect, subjects of the current survey would not be a biased sample of average American college students.

A. Basic Statistics

It should be noted that the interaction among respondent attributes and presented programmes did not allow estimation of the independent effects of each attribute (except educational background) and each programme. So only the overall response pattern will be briefly reported with some impressive differences observed between freshmen and sophomores to seniors combined.

1. **Image of Japanese People:** 'reliable', 'hard-working', 'group-oriented', 'intelligent', 'competent' seem to be the characteristic image of Japanese people. Freshmen tend to see the Japanese as relatively 'cold' and 'hard to get along with', compared with sophomores to seniors combined.
2. **Image of American People:** 'creative', 'individualistic', 'friendly', 'intelligent', 'competent' seem to be the characteristic image of American people. Freshmen tend to see Americans as relatively 'active'.
3. **Perceived similarity:** Except in terms of a shared modern social system and technology, the two nations are considered to have little similarity.
4. **Interest in Japan:** Overall, a moderate level of interest was observed. Also freshmen tend to have less interest in the 'history' or 'culture' of Japan.
5. **Interest in US:** A fair amount of interest was observed. The technological field seems more interesting to the students than the socio-cultural one.
6. **Knowledge of Japan:** In the multiple-choice

knowledge test, the name of Japan's present Prime Minister and the world-ranking of Japan's military expenditure were two of the most unknown facts. The students evaluate their knowledge of Japan more or less in the middle of the scale; not much, but not little. Freshmen tend to have less knowledge in general, partly because they seem to have had less contact with things Japanese.

7. **Learning activities:** 85% of the whole student group tried to absorb new knowledge. But, on the other hand, more than half of all the students became drowsy during the viewing. We should inquire more details from their free responses.
8. **Learning outcome:** Most of the students said they learned something, and about half of the subjects reported motivation to learn more. From this result, the effectiveness of the programmes as an educational material seem to be satisfactory. We should confirm this, however, from the analysis of their free responses.
9. **Programme evaluation:** All in all, the evaluation is around neutral to a little positive. This suggests that these programmes were not considered particularly well-designed. From correlational analysis, we might be able to see some antecedents and consequences of this judgment.

Posttests of Interest in Japan and in the US, Image of people and Perceived similarity will be compared to their respective pretests in the next section.

B. Effects of Viewing

1. Interest in Japan: The general tendency is an increase in cultural interest. The effect is with the program "Neighborhood Tokyo", however, where change was observed in all items except 'industry', 'business management', and 'culture'.

2. Interest in US: Quite clearly, there was no change. Although the programmes with some common issues in both the US and Japan, the "reflection phenomenon" was not observed.
3. Image of people: This is not a change brought about by viewing, but rather the difference between the image of Japanese people in general and that of those depicted in the programmes. Interesting enough, people in the programmes are perceived as being more familiar ('warm', 'friendly', 'easy to get along with', etc.), more 'creative', but less competent ('intelligent', 'hard-working', etc). The perception of 'group-orientedness' remains the same. In sum, people in the programmes seem to be perceived more positive compared with the baseline image, and their incompetent image might reflect a reasonable correction of the unrealistically high regard of the Japanese industriousness.
4. Perceived similarity: With the two "Iwate" programmes, change was observed in all items but 'economic system'. (Note that the items in the posttest are 10 socio-cultural ones of the 16 items in the pretest). With the "Tokyo" programme, only the "everyday life" item showed change. This programme difference may be due not only to the topics or student characteristics, but also to greater emphasis on cross-cultural similarity incorporated in the "Iwate" programmes.

Although programme effects were observed, we should note that the students' attribute differences are confounded. Detailed analysis comes after the Scale development section. Another programme difference is that "Iwate" viewers had had less prior knowledge of the contents than "Tokyo" viewers (10% vs. 44%). How this difference affected learning is not clear.

C. Scale Development (Table-4)

In order to develop common scales for US and Japanese subjects, the two groups were combined for

analysis. Most scales were developed from the oblique Promax factor rotation. The JP Knowledge Test, Japanese Ability, and Learning Outcome are the respective principal components.

Table-4 Factor Scales

| PRE= | POST= |
|--|--|
| JP Image F1 (competence ^a) | Learning F1 (convergent) ^e |
| JP Image F2 (familiarity ^b) | Learning F2 (critical) ^f |
| US Image F1 (competence) | Learning F3 (reflective) ^g |
| US Image F2 (familiarity) | Learning F4 (comprehension) ^h |
| Similarity F1 (culture ^c) | Learning Outcome |
| Similarity F2 (industrial ^d) | Programme Evaluation |
| JP Interest F1 (cultural) | JP Interest F1 (cultural) |
| JP Interest F2 (industrial) | JP Interest F2 (industrial) |
| US Interest F1 (industrial) | US Interest F1 (Cultural) |
| US Interest F2 (cultural) | US Interest F2 (industrial) |
| JP Knowledge Test | Image F1 (competence) |
| JP Knowledge F1 (industrial) | Image F2 (familiarity) |
| JP Knowledge F2 (cultural) | Similarity F1 (cultural) |
| Japanese Ability | Similarity F2 (industrial) |
| | JP Contact F1 (indirect) ⁱ |
| | JP Contact F2 (direct) ^j |

Note: a e.g. 'intelligent', 'competent'.
 b e.g. 'cold', 'hard to get along with'.
 c e.g. 'everyday life', 'culture'.
 d e.g. 'economic system', 'industry'.
 e Memorizing and understanding.
 f Critical and personalized learning.
 g Connection and insight.
 h Organized understanding.
 i: Have contact with things Japanese through

media.

- j. Have personal experience with Japanese people.

D. Attribute and Programme Effects

Grade and sex differences were observed in several scales. (The grade variable was made binomial; one is freshmen and the other is sophomore to senior combined). Sex differences, however, may be a simple reflection of grade differences because most tendencies overlap, and because there is no specific reason to predict sex differences in this field.

Grade difference was found on four scales: JP Interest (cultural), JP Knowledge (industrial), JP Knowledge (cultural), and JP Contact (indirect). Freshmen scored lower in these scales.

Females, who tended to have a richer educational background than males, scored higher in JP Image (familiarity) and in US Interest (cultural), as well as scoring higher in those four scales.

Since the programmes were not presented to random subjects, these attribute differences are also reflected in programme differences. Those who saw one of the two "Iwate" programmes and those who saw the "Tokyo" programme were divided and compared. All "Tokyo" viewers were males, 79% freshmen. "Iwate" viewers showed the same pattern as females compared with males, except in JP Image (familiarity). So it is difficult to estimate the independent effect of each programme.

In the posttest, "Iwate" viewers scored higher in Learning (critical) and Similarity (industrial). This latter change resulted from "Iwate" viewers' increase in similarity perception. Also, the difference observed in JP Interest (cultural) vanished in the posttest, which is the result of "Tokyo" viewers' catch-up on this scale. But again, as regarding this survey; effect estimation is not possible.

E. Inter-Scale Correlations

From the correlation matrix, several interesting correlations are chosen in Table 5, although some coefficients are rather small.

First, we can observe how important roles image and perceived similarity take on in this kind of cross-cultural learning. Secondly, interest, knowledge, and perceived similarity seem to be closely tied together. Thirdly, different qualities of learning require different psychological readiness. Lastly, programme evaluation is influenced not only by the specific design

Table-5 Inter-Scale Correlations

| | | |
|--|------------|----|
| 1. Image and Interest: (both toward the US and Japan) | $r^a = .2$ | .4 |
| 2. JP Interest: US Interest JP Knowledge Similarity (correlation is between corresponding scales; 'cultural' or 'industrial') | $r = .3$ | .6 |
| 3. Learning (convergent; reflective): JP Image (competence) | $r = .3$ | |
| 4. Learning (critical): JP Interest US Interest JP Knowledge (industrial) | $r = .2$ | .3 |
| 5. Programme Evaluation: JP Image JP Interest (cultural) Learning (convergent; reflective; comprehension) Learning Outcome | $r = .3$ | .5 |
| 6. Learning Outcome: POST-Similarity (cultural) | $r = .4$ | |

Note: a Person's product moment correlation coefficient (rounded).

of the programme, but also by the students' preceding attitude. The evaluation itself seems also to be

reciprocally connected to learning activities.

To have a brief overview of the whole correlation pattern, all scales were again factor-analyzed and five factors were extracted (Table-6). The five factors would be interpreted as learning and motivation, attitude towards industrial Japan, attitude toward cultural Japan, image of Japanese people, and attitude toward the US. We can observe the above mentioned tendency quite clearly.

F. Results of Path Analysis

In order to depict the sequence of this teaching-learning process, a causal model was built and submitted to path analysis (Figure 1). To simplify the structure, those scales of attitude toward industrial Japan and attitude toward the US were excluded, because the programmes are mainly focused on cultural Japan. Next, two PRE=JP Image scales, two POST=JP Image scales, PRE=JP Interest and Knowledge (both cultural) scales, and four POST=Learning scales were respectively composed to bear single scales.

The model consists of three temporal phases. Image of Japanese people, Interest and Knowledge (cultural), and Perceived Similarity (cultural) were all measured in the pretest, so they are put in the first phase. In the last phase is put Learning Outcome. Image of the people in the programme, cultural similarity perceived in the programme, and programme evaluation are all put in the middle phase, not in the last phase, because these perceptions should have been obtained in one way or another during viewing, even though the measurement was done in the posttest. It is also true of Learning that was expected to occur during the viewing, but had to be measured only afterward.

Obviously this causal modeling is only one possibility. Further, in measurement terms, the Learning Outcome scale cannot reflect enough individual difference because this scale is a composite of only three binomial responses. However, this model can provide us with a simple interpretation of inter-scale correlations, even though it may not reveal real causal relations.

Table 6 Promax Factor Structure of Secondary Factor Analysis

| FACTOR SCALES | MEAN | STD | FACTOR1 | FACTOR2 | FACTOR3 | FACTOR4 | FACTOR5 |
|---------------------------------|--------|-------|---------|---------|---------|---------|---------|
| POST=LEARNING F1(CONVERGENT) | 0.707 | 0.820 | 0.698** | 0.119 | 0.031 | 0.286 | 0.297 |
| POST=SIMILARITY F1(CULTURE) | -0.022 | 0.982 | 0.658** | 0.257 | 0.143 | 0.027 | -0.105 |
| POST=LEARNING OUTCOME (P1) | 0.061 | 1.027 | 0.643** | 0.050 | 0.148 | 0.293 | -0.071 |
| POST=JP INTEREST F1(CULTURE) | -0.384 | 1.240 | 0.718** | 0.138 | 0.562** | 0.227 | -0.099 |
| POST=LEARNING F4(COMPREHENSION) | -0.457 | 0.987 | 0.623** | 0.071 | 0.034 | 0.220 | 0.218 |
| POST=LEARNING F3(REFLECTIVE) | 0.153 | 1.027 | 0.482* | -0.071 | -0.021 | 0.473* | -0.082 |
| PRE=SIMILARITY F1(CULTURE) | 0.040 | 1.023 | 0.456* | 0.416* | 0.210 | -0.017 | -0.175 |
| PRE=JP INTEREST F2(INDUSTRIAL) | 0.151 | 1.167 | 0.273 | 0.759** | 0.008 | 0.182 | 0.108 |
| PRE=US INTEREST F1(INDUSTRIAL) | 0.467 | 0.917 | 0.066 | 0.719** | -0.093 | -0.090 | 0.558** |
| POST=JP INTEREST F2(INDUSTRIAL) | 0.283 | 1.140 | 0.432* | 0.710** | -0.059 | 0.119 | 0.244 |
| PRE=SIMILARITY F2(INDUSTRIAL) | 0.334 | 0.873 | -0.071 | 0.637** | 0.156 | 0.132 | 0.044 |
| POST=SIMILARITY F2(INDUSTRIAL) | -0.007 | 1.006 | 0.202 | 0.606** | 0.289 | 0.064 | -0.069 |
| POST=US INTEREST F2(INDUSTRIAL) | -0.017 | 1.002 | 0.004 | 0.625** | -0.168 | -0.129 | 0.629** |
| PRE=JP KNOWLEDGE F1(INDUSTRIAL) | 0.235 | 1.059 | -0.151 | 0.550** | 0.555** | 0.168 | -0.119 |
| POST=LEARNING F2(CRITICAL) | -0.032 | 0.964 | 0.325* | 0.463* | 0.155 | 0.086 | 0.251 |
| POST=JP CONTACT F2(DIRECT) | 0.001 | 1.016 | 0.310* | -0.293 | 0.314* | 0.076 | -0.193 |
| PRE=JP KNOWLEDGE F2(CULTURE) | -0.235 | 1.060 | 0.028 | 0.031 | 0.758** | 0.198 | -0.244 |
| POST=JP CONTACT F1(INDIRECT) | -0.042 | 0.983 | 0.111 | -0.005 | 0.714** | -0.114 | -0.068 |
| POST=US INTEREST F1(CULTURE) | -0.010 | 0.948 | 0.511** | 0.216 | 0.621** | -0.116 | 0.400* |
| PRE=US INTEREST F2(CULTURE) | 0.088 | 1.082 | 0.434* | 0.233 | 0.578** | -0.150 | 0.428* |
| PRE=JP INTEREST F1(CULTURE) | -0.316 | 1.131 | 0.603** | 0.184 | 0.647** | 0.302* | -0.148 |
| PRE=JAPANESE ABILITY (P1) | -0.027 | 0.991 | 0.073 | -0.278 | 0.356* | -0.001 | -0.145 |
| PRE=JP KNOWLEDGE TEST (P1) | -0.698 | 0.790 | 0.033 | 0.142 | 0.299 | 0.156 | 0.163 |
| POST=IMAGE F1(COMPETENCE) | 0.102 | 1.047 | 0.277 | 0.087 | 0.037 | 0.758** | 0.135 |
| POST=IMAGE F2(FAMILIARITY) | -0.286 | 0.852 | 0.046 | 0.117 | 0.071 | 0.686** | 0.025 |
| PRE=JP IMAGE F1(COMPETENCE) | 0.338 | 1.040 | 0.303* | 0.234 | 0.106 | 0.704** | -0.076 |
| POST=PROGRAM EVALUATION (P1) | -0.401 | 0.997 | 0.410* | 0.056 | 0.127 | 0.690** | -0.073 |
| PRE=JP IMAGE F2(FAMILIARITY) | -0.359 | 1.027 | 0.406* | 0.239 | 0.336* | 0.436* | -0.256 |
| PRE=US IMAGE F1(COMPETENCE) | -0.039 | 1.135 | -0.166 | 0.097 | 0.078 | 0.304* | 0.650** |
| PRE=US IMAGE F2(FAMILIARITY) | 0.012 | 0.963 | 0.100 | 0.093 | -0.153 | -0.102 | 0.697** |
| VARIANCE EXPLAINED | | | 4.588 | 4.036 | 3.598 | 3.140 | 2.579 |

Note. *, ** for emphasis.

An Evaluative Survey of Cross-Cultural Learning through Video Materials

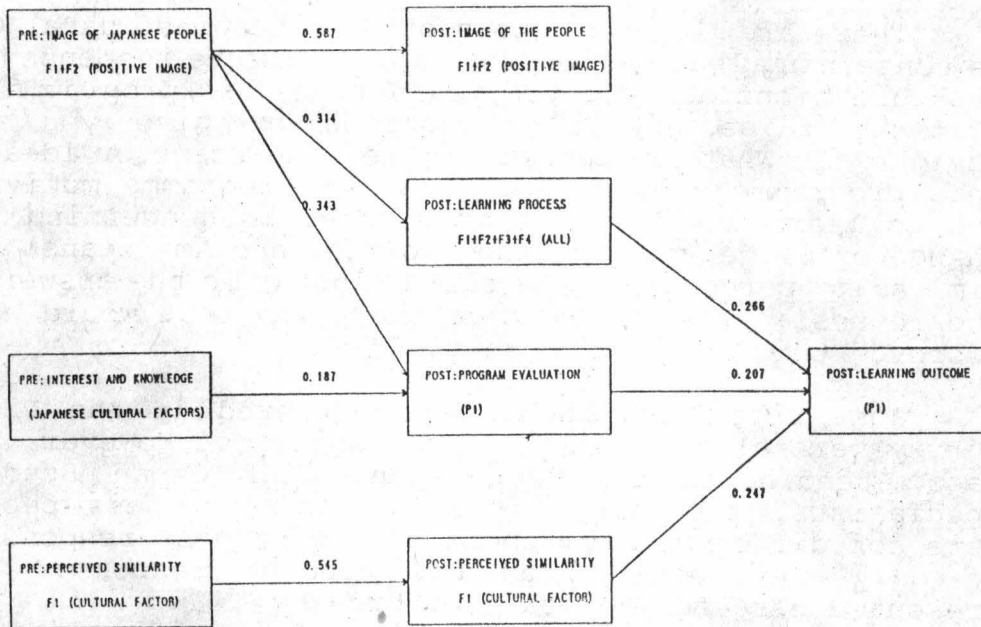


Figure 1. Significant path coefficients ($p < .05$).

As shown in Figure 1, Japanese Image influences both Learning and Programme Evaluation, and These two influence Learning Outcome in turn. Perceived Similarity (cultural) influences Learning Outcome by way of the more specific similarity perceived in the programme. These two preceding attitudes, image and perceived similarity, seem to make a great contribution to learning of this kind. Programme Evaluation is also influenced by preceding Interest and Knowledge (cultural), again indicating that the evaluation depends on viewers' attitude and readiness.

Thus, this model clarifies the three-way interaction of viewers' characteristics, topics dealt with in the

material, and the design of its presentation. The whole interaction reflects the role our target programmes played in promoting viewers' learning.

G. Analysis of Free Responses

There are three clusters of free response data. One is concerning learning outcome, which is the responses to such questions as "Did you learn from this programme?", "Did it raise any new questions or give you new insight?", "What is the most impressive scene or idea in this programme? Why?", and "Did the programme motivate you to learn more?". Another cluster is concerning the change of image (both of the Japanese and Americans) and similarity perception. The third cluster is the answer to the request, "Please indicate one thing that would have improved this programme the most".

Just note that those data gathered in the Pilot Survey were also included in the analysis. However, the basic tendencies of the responses of Japan Studies specialists, community residents, and business people were not different from those of the student responses. So only the result from the student responses are presented here for the sake of brevity.

Responses to those learning outcome questions were combined together and categorized as in Table-7 and 8 (Section A). As with two "Iwate" programmes, Japan's diversity in its geography and people's way of life seem to have been impressive to the viewers. These programmes seem to be successful in challenging their stereotypical image of Japan being an industrial power full of hard-working business people. Also, many viewers seem to have found that the two countries have more in common regarding rural life and local problems. This result is consistent with the quantitative change in Perceived Similarity after the viewing (see Effects of Viewing). As with the "Tokyo" programme, cohesiveness in the community appears to have been most impressive to the viewers. Judging from their responses to the question of image change, many of them seem to have been especially attracted by the friendly people, which may be a new learning to them about Japan. This friendlier image was probably the outcome of both the inside depiction of close-knit community relationship and host commentator's

being warmly welcome to it.

The change of image and similarity perception was mostly negative, except the friendlier image of Japanese people acquired among the "Tokyo" viewers, and more similarity perceived by some "Iwate" viewers. The image of American people was kept intact with only a few exceptions like "I see Americans as more selfishly-oriented" or "It makes you wonder why we are so 'me' oriented". So the "reflection phenomenon" was not much observed here, either.

Table-7 Learning Outcome and Suggestions for Improvement "As Iwate Goes: Is Politics Local?" "As Iwate Goes: Is Culture Local?"

| A. Learning Outcome (multiple answer): | | |
|---|--------------|------------------------|
| . Rural Life, People, Scenery | | 28 |
| . Environmental problems, people's concern about them | | 22 |
| . Local political system, \$800,000 aid from the central government | | 10 |
| . Japanese culture, tradition | | 10 |
| . Similarity to the US (social problems) | | 8 |
| . Migration of young people leaving the aged behind | | 6 |
| . Similarity to the US (geography) | | 5 |
| . Yuda station (spa). | | 5 |
| . Others | | 14 |
| . None or N.A. | | 26 |
| B. Suggestions for Improvement (single answer): | | |
| . Host commentator more expressive and more dynamic | | 32 |
| . Better sound quality | | 11 |
| . More exciting | | 10 |
| . More of the residents' point of view | | 5 |
| . More comparison with the US | | 3 |
| . Others | | 13 |
| . N.A. | | 33 |
| | TOTAL | 107^a |

Note: a "As Iwate Goes: Is Politics Local?": N=88
 "As Iwate Goes: Is Cultural Local?": N=19

In sum, the three programmes appear to be satisfactory in their effectiveness of promoting understanding 'the realities of ordinary life and the varieties of everyday people' (Table-1) in Japan. The three programmes were not without problems, however. As seen in Table-7 and 8 (Section B), there are several ideas for improvement. Above all, the host commentators are required to be more active and exciting. If these ideas are incorporated into next production and if a well designed study guide is prepared, then the viewers would be more involved in the learning.

Table-8 Learning Outcome and Suggestions for Improvement "Neighborhood Tokyo"

A. Learning Outcome (multiple answer)^a:

| | |
|---|----|
| . Small business, its role in the community and its decline | 15 |
| . Neighborhood cohesiveness | 14 |
| . Festival | 14 |
| . Religious practices, tradition | 11 |
| . Friendly, sociable, hospitable people | 8 |
| . Community overcrowded | 6 |
| . Women's role | 6 |
| . Everyday life of the people | 5 |
| . Similarity to the US (social problems) | 3 |
| . Others | 10 |
| . None or N.A. | 30 |

B. Suggestions for Improvement (single answer):

| | |
|---|----|
| . Host commentator more expressive and more dynamic | 7 |
| . Some different cameraviews | 3 |
| . Others | 7 |
| . N.A. | 17 |
| TOTAL | 34 |

Note: a Responses of 45 students in the Pilot Survey are also included. They are not included in the Section B because no comparable data was collected.

Conclusion

The viewers' direct evaluation credited these three programmes with satisfactory educational quality. Besides, these programmes were proved to bear significant learning effects. By way of dealing with the issues which are rather transcultural, in the sense that these programmes present some of the common features of social change experienced by both countries, the viewers seemed to be more involved in the learning process than only showing them something exotic. As a result, the Japanese were felt more understandable and easier to get alongwith, but at the same time less intelligent, which may reflect a realistic modification of their high regard of the Japanese industriousness. Also, the viewers' cultural interest toward Japan was promoted, as well as their similarity perception between the two cultures was increased. This similarity perception, according to our path analysis, significantly contributed to learning outcome, thus suggesting the importance of transcultural presentation in the domain of cross-cultural education.

Note¹: Part of this research was presented at the 42nd Midwest Conference on Asian Affairs, Cleveland, Ohio, 1993, and at the 36th Annual Meeting of the Japanese Association of Educational Psychology, Kyoto, Japan, 1994. ²Full description of statistical data is to appear in Research and Development Division Working Paper.

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本報告は、日本の地域紹介番組が実際に米国の大学で活用された際の評価調査の結果である。番組自体に対する反応は概ね好意的であり、具体的な学習結果や番組の改善点に関する記述も得た。一方、学習評価の結果からは、まず番組中の日本人のイメージについて、先行イメージに比較して親しみ深さは上昇したが有能さは下降した。後者の結果は、非現実的に高かった日本人の有能さの評価が下方修正されたものと考えられる。また、視聴後、文化領域での日本への関心や日米両国間の類似性感覚が増大した。さらに、パス解析を行ったところ、事前の日本人イメージの肯定度と類似性感覚の大きさが学習成果にプラスに影響することが示唆された。

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**Allama Iqbal Open University
Islamabad - Pakistan**

WINDOW ON DISTANCE-LEARNING INSTITUTION

THE COMMONWEALTH OF LEARNING (COL)

COL REPORT ON PROGRAMMES - SEPTEMBER 1995

In this specific column, we have been introducing our sister organisations doing a lot in the field of learning at distance. During preceding years, we have highlighted the splendid programmes of Al-Quds Open University, Amman, Universitas Terbuka (Indonesia), Korea Air and Correspondence University (KACU), etc. This time we are reproducing a report published by Commonwealth of Learning (COL). This brochure covers all the activities accomplished till September 1995 pertaining to all member countries spreading education under the umbrella of open universities.

Editor

Among the many activities profiled in this Report are several major accomplishments over the past year. Those which might be of particular interest to the readers include:

- o The launching of the **Rajiv Gandhi Fellowship Scheme**, which will award more than 100 students from 18 Commonwealth countries with graduate-level qualifications in Distance Education (page 134).
- o The formation of the **African Global consortium** in which COL has joined with five international technology firms for the purpose of planning and implementing technology based

systems for human resource development in South Africa (page 133).

- o The distribution of the **Water Safe/Food Safe** materials designed for training in hygienic standards for food preparation and storage and adapted by COL for use internationally (page 118).
- o Completion of course materials for the training of experts in **legislative drafting** in cooperation with the Commonwealth Secretariat, and preparations for the 1996 pilot (page 119).
- o Completion of research and pre-publication work on the study **Barriers Faced by Women in Distance Education** (page 123).
- o The establishment of the **Commonwealth Educational Media Centre for Asia**, with offices and staff based at Indira Gandhi National Open University in New Delhi (page 124).

In addition to the programme activities outlined, staff conducted a number of important corporate-level activities in furtherance of COL's mandate and mission:

- o Preparation, approval and distribution of COL's **Strategic Outlook, 1995-98**.
- o Reporting to the **CCEM** in Islamabad, in November 1994, resulting in commendations on COL's work, support for its future direction as expressed in the **Strategic Outlook**, and approval for changes to the COL MOU and governance structure.
- o Participation in the **Commonwealth Conference of Ministers responsible for Youth Affairs** in Port-of Spain, Trinidad in May 1995.
- o Formal consultations with **U.K. based organisations** on June 22, 1995 in London, aimed at developing co-operation and joint ventures in areas of mutual interest.

- o Formal consultations with the *Commonwealth Secretariat* on June 23, 1995 in London, to exchange information on professional programmes and activities and to explore means of furthering co-operation on the strategic and project levels in areas of common concern.
- o Participation in the *International Council for Distance Education (ICDE) Conference* in Birmingham in June 1995, which included the awarding of the *first COL-ICDE Awards* and the conduct of formal consultations with the ICDE, with the Open University, U.K., and with CREAD, aimed at furthering programme collaboration at the international level.

A. LEARNING RESOURCES

MATERIALS

Three major projects were undertaken in the Materials area in 1994/95. The first was an agreement with BC Tel Education for the licensing rights for thirty-two of their computer applications workbooks. Information about these workbooks was sent to the Ministries of Education, as well as to selected institutions in developing Commonwealth countries. To date, COL has sent out sets, or partial sets of master copies of these workbooks to 22 institutions and ministries in order that they can arrange for duplication and appropriate distribution.

The second initiative was in co-operation with Massey University in New Zealand. COL acquired, through a one off grant from the NZ ODA, the licensing rights for *The Learning Game*, which is a "self-taught course in study skills for distance learners" developed by Massey University. COL circulated information about this course again to Ministries of Education and various institutions, and have to date sent out 18 masters of the course in addition to 50 bound copies for perusal. This is the

* We are reproducing this information broucher in current volume of PJDE. (Please see pp. 1-88)

first time COL has approached a national development agency with a specific funding request of this nature and it is encouraging that support was received for the endeavour.

The third activity was another point project, this time with Monash University in Australia. COL arranged with Monash for ten of their publications which they have produced about distance education, plus one video, to be sent to sixty institutions in developing countries. The purpose of the scheme was to strengthen the institutional libraries in the area of distance education/open learning, with a special emphasis on research in the field. It was envisaged that the students, especially those taking the Masters of Distance Education by distance, would greatly benefit from this addition to the libraries.

In addition to these initiatives, COL continued to provide information about distance education courses available in specific areas as well as sample courses when requested as was feasible. COL also provided a number of master sets of other learning materials, such as *Success with Primary Science and Laboratory Techniques* (both were developed in the United Kingdom) to requesting institutions. COL continued to update its database on the provision of materials, and developed a questionnaire to send to recipients asking for feedback on the usefulness and appropriateness to their needs of the learning materials provided.

SECTORAL SERVICES

Technical/Vocational

Although new initiatives have developed in both South Africa and the Pacific in the last 12 months, the focus of activity has been in consolidating projects already in existence.

The finalisation of the Core Curriculum for the training of Tech/Voc Teachers, identification of matching resources, the design and production of a style guide/template for the re-development of these resources and the contracting for the re-development of the first

units has constituted a major activity within Tech/Voc.

Licensing, modification and printing of the Automotive Mechanics competency based courseware has been completed with a view to implementing this initiative on a pan-Commonwealth basis.

Initiating the implementation of the first distance education course (Plumbing); to be offered via the Community Development and Training Centre, Tonga has been new project for 1995.

This project has encompassed liaison with AusAID in Tonga and the development of an infrastructure to ensure the establishment of national standards that will accommodate both training initiatives.

The opportunity to participate in the training of the production workforce of the South African Vehicle Manufacturing Industry has enabled COL to introduce the concept of computerised control of training curriculum, administration, testing and access to training materials.

Development and distribution of masters to enable member countries to sensitise their training materials to their own culture has occurred in the combined *Water Safe/Food Safe* publication. This has proved to be a very successful project with masters being requested from both Government and Non Government organisations in all regions.

Training in advanced computer applications was offered to the staff of the National Correspondence College of Zambia via the B.C. Fellowship programme. This COL-initiated and funded computer centre is extremely successful, to the point where it is a significant source of revenue for the Ministry of Education. This situation has created a unique set of problems which are currently being addressed.

CONTINUING EDUCATION & PROFESSIONAL DEVELOPMENT

Institutional and Agency Support: The development of the Pharmacy Management course modules has been completed in the period (by Robert Gordon's University, Aberdeen);

these have been monitored by COL for satisfactory instructional design, and evaluated at the Commonwealth Pharmacy Conference in Zimbabwe earlier this year. Following this, meeting was held in London to plan the continuation of the project (particularly the appropriate distribution of the materials). A world dental conference was held in Vancouver in late 1994; during the conference a Commonwealth Dental Association meeting was convened at COL headquarters for a presentation by COL staff.

Directory Services (judicial education): Planning meetings have been held (by audio-conference) with the JERITT programme in Michigan. The intention is to fold a Commonwealth data-access capability into the national USA system for tracking learning materials for judicial education. The combined USA and Commonwealth database listing learning materials, research, and other support for judges will be maintained by JERITT.

Public Administration: Efforts have been directed toward the completion of course materials for the COL/ComSec Legislative Drafting Project. This training course will be offered as a pilot programme in 1996, coordinated by RIPA (Int), London, which has been contracted as the Central Delivery Agency (CDA). The law faculties of the two regional universities — the University of the West Indies (Barbados) and the University of the South Pacific (Vanuatu) — have agreed to be the initial Regional Delivery Agencies (RDAs).

Project Definition: A presentation was made (and further discussion undertaken) at the WHO Oral Health conference, held in Geneva in November 1994. The World Health Organization seeks to co-ordinate an information technology network to link trainers in dentistry, worldwide. It is COL's intention to be a part of this process, which could develop into activity in other health sectors. Discussions have been held with the UNESCO staff in Paris responsible for documenting and developing an initiative entitled *Education Without Frontiers*. Engineering Australia completed the detailed field testing and evaluation of one of the course support modules for the joint UNESCO/COL Environmental Engineering project, and one of the EA staff visited Vancouver for preliminary discussions concerning future collaboration. Discussions have continued (although constrained by

lack of available resources) towards documenting projects in Judicial Education targeted to the Caribbean and Southern Africa: and preliminary discussions have been held with the organisers of the Commonwealth Law Conference, 1996, which will be held in Vancouver.

OPEN SCHOOLING

COL recently initiated a new area of focus: Open Schooling. The first activity in this area was to produce a publication entitled *Open Schooling: Selected Experiences*, a document containing ten case studies on the experiences of those involved during the establishment of open schools in various countries, both developed and developing. A final chapter summarises the "lessons learned", and draws conclusions from the experiences presented in the studies that could be helpful for educators considering the initiation of open schooling in their countries/institutions.

A second major activity was carrying out two "roundtable" workshops at the Allama Iqbal Open University* on Open Schooling and Basic Education. The first was entitled *Open Schooling: The Potential for Pakistan* and the second, *Education for All/Basic Education*. As a collaborative activity with the University of Southern Queensland (USQ), Dr. Glen Postle attended the roundtables as a resource person. Out of these roundtables, a number of recommendations were generated which were presented to the Vice Chancellor of the AIOU for his consideration and follow-up. An additional outcome was a proposal drafted by USQ staff for a large project which would involve COL and would include working with the AIOU to research the viability of using previously developed learning materials in Pakistan.

COL has also worked with various producers of learning materials at the basic education level to provide samples and to encourage the use of these resources in developing countries for the delivery of literacy and numeracy education and upgrading.

* Islamabad (Pakistan)

TEACHER EDUCATION

The main effort in this area has been the design and development of a programme-model for teacher education that would be appropriate for small states of the Commonwealth. In response to recurrent problems encountered by small states seeking to train and upgrade their teachers rapidly, COL has proposed the development of diploma and degree programmes that would be composed, to the extent possible, of existing distance education courses and delivered to selected states by an institution in a developed Commonwealth country. COL has subsequently proceeded in two ways. The first was to seek the agreement of the British Columbia Open University (BCOU), a component part of the Open Learning Agency, to offer such a programme once it was developed and approved. The second was to obtain the services of a consultant to develop a proposal and an outline of possible courses drawn from a wide range of distance teaching institutions.

The draft proposal has now been completed and is currently being reviewed under the procedures prescribed by the BCOU's Academic Council. When approved, the programme will be accredited by BCOU and recognised by the Government of British Columbia for offering as an overseas diploma/degree programme.

Further, COL has been invited to submit proposals for a project aimed at the training of 1,000 Primary School Principals in Trinidad/Tobago and leading to an accredited Bachelor of Education (B.Ed.) degree through the distance education mode. It is hoped that COL will be successful in winning the bid for this contract and in getting the programme launched in September 1996.

NON-FORMAL EDUCATION

Non-formal education as a distinct sectoral service was recognised by COL during the strategic planning process in mid-year. As a precursor to future activity, the International Extension College (Mr. Tony Dodds) was commissioned to undertake an environmental scan of active non-formal projects, which are employing distance education methodologies, and to identify case studies in various programming areas. At the request of Dr. James

Draper of the Ontario Institute for Studies in Education, working with the Commonwealth Association for the Education and Training of Adults, COL is supporting the development and production of an anthology of adult education for countries in the Commonwealth. Discussion have also begun with Candda's International Development Research Centre concerning COL participation in the "African Research Network in Participatory Development Communication" project (1995-98), in West and Central Africa.

ENVIRONMENT

During 1994/95 COL has sought to consolidate its work on projects in this sector begun during the period covered by the 1990-93 strategic plan.

In the Environmental Engineering Project being implemented in collaboratin with UNESCO, structured texts have now been produced for all five planned modules. The module on Environmental Management was re-designed by Engineering Australia Ltd. and successfully field tested by them in Australia and South East Asia. The other four modules are in the process of being revised. Following this they will be reviewed externally and then re-designed into a true distance education format. It is anticipated that the full set of self-instructional materials will be ready for dissemination before the end of 1996.

The last of the instructional materials for the in-service training of primary teachers in environmental educaton have been completed, and the next stage, when funds are available, is to field test them in one of the regions - most likely, the Caribbean.

Women: Key Partners in Sustainable and Equitable Development was published by COL as learning resource material. This collectin of "Success Stories" of Commonwealth women and the environment was prepared for COL by a consultant under contract.

COL has continued its collaboration with the Commonwealth Science Council and the European Research and Training Centre in Environmental Education at the University of Bradford respectively. The subject areas

concerned are training in biodiversity management in the case of CSC and environmental education generally with ERTCEE.

GENDER AND DEVELOPMENT

As the organisation no longer has a designated officer to co-ordinate Gender and Development activity as a separate entity, the emphasis has been to ensure that gender is a serious consideration in all activities and projects. Reports required of training activities specify within the "check list" that gender is among the set of criteria to be addressed; enrolment of women in the Zambian computer training project aims at 50% female participation and COL initiated research has been aimed at women's access and participation opportunities in education.

More directly, activities that focus on women's role in development include:

- o Distribution of the publication **Women: Key partners in Sustainable Development** which has continued in response to a steady demand.
- o Distribution of the masters of *Water Safe/Food Safe* for adaptation and reproduction across all regions, targets women in both the domestic and enterprise arenas.
- o Publication of *Gender Bias in the Development of Distance Education Materials* is aimed at ultimately making women feel less alienated when studying by distance.

Support for research targeted towards women includes:

- o Barriers to Participation of Women in Technological Education/the Role of Distance Education
- o Barriers Faced by Pacific Women in Distance Education

Given this more integrated approach to encompassing

the requirements of WID/GAD, it will be important to develop within the organisation, a more formalised structure of recording these activities for reporting purposes.

B. COMMUNICATION AND INFORMATION TECHNOLOGIES

COL's Strategic Plan includes a number of key activities in the area of communications and information technologies necessary to achieve the organisation's core mandate and objectives. COL continued to provide technical assistance to member countries in the development and use of the entire spectrum of communication and information technologies in order to expand learning opportunities. This has been done through enhancing *access to technologies*, facilitating *communication networking*, *training* in the development and use of technologies, *technical advisory services*, *technology partnerships* and maintaining advanced high quality *information systems*.

ACCESS TO TECHNOLOGIES

Implementation of the Commonwealth Educational Media Resources Programme (CEMREP) constitutes one of the major activities over the past year. With the appointment of three professional staff, the Commonwealth Educational Media Centre for Asia (CEMCA) has now become operational. Located at the Indira Gandhi National Open University, New Delhi, CEMCA serves as a regional electronic media resource centre and facilitates exchange of information and educational media resources. A database of about 7,000 educational radio and television programmes developed by CEMCA is being kept up-to-date. CEMCA will also publish a newsletter, EDUCOM - ASIA, to provide value - added information on educational technology. Negotiations are being held to explore the possibility of CEMCA serving as an agency for putting together a package of educational programmes for private cable television operators in the region.

In conjunction with the Coaching Association of Canada and the Commonwealth Games Association of Canada/Commonwealth Sport Development Programme (CSDP), COL has distributed a series of videos and associated

coaching/training material dealing with sports and fitness to an initial group of eight developing Commonwealth countries. To date, the material has been provided free-of-charge by The Coaching Association of Canada, the Canadian Cycling Association, Field Hockey Canada, Badminton Canada, the Candian Canoe Association, and Volleyball Canada.

In collaboration with Intertrade Lanka Management (PVT) Ltd., a Singapore-based foreign investment company, planning and preparation are under way to organise *Educational Technology 2000: A Global Vision for Open and Distance Learning*. While Intertrade Lanka Management Ltd. is responsible for the financial resources, COL is providing technical assistance in organising the event.

COL provided technical expertise in direct support of regional programmes and projects and, in particular, support to existing audio teleconferencing systems as well as a new installation in ST. Lucia and planning for future installations in Pakistan and Belize. COL also provided technical expertise to plan the installation of a video-conference facility to serve all three main campuses of the University of the West Indies.

NETWORKING SUPPORT

The objective of COL's on-going networking support initiatives is to enable the distance learning community within the Commonwealth to communicate more effectively through the use of telecommunications and computer networks. During the past year COL has provided on-going support in both active collection of electronic data and information for Internet-related connectivity to the Commonwealth community. This has included the facilitation of data collection, via daily dial-up from COL headquarters, to computer hubs located in the island states of St. Lucia and St. Vincent & the Grenadines. COL has helped advise many Commonwealth jurisdictions in their efforts to implement basic electronic mail to full Internet connectivity..

TECHNOLOGY TRAINING

A full set of audio/audiographic teleconferencing training manuals has been completed, with modifications made to Module 2, *Using the Teleconference Bridge*. Modules 1 and 2 have been distributed to all of the locations where an audiographics teleconferencing system had been installed, as well as to the Commonwealth Educational Media Centre for Asia (CEMCA). COL has also developed a syllabus for two audio teleconferencing training workshops planned for 1995/96.

COL and Asia-Pacific Institute for Broadcasting Development (AIBD) developed a proposal for training educational planners, academics and producers in the use of distance education methodologies. Funding for this proposal is now being sought. In response to needs expressed by educational media centres, CEMCA organised a week-long workshop for media Librarians of the major centres. This was organised under the COL/BC Government Fellowships Programme.

TECHNOLOGY ADVISORY SERVICES

COL provided information and advisory services pertaining to the use of communications and information technologies to a multitude of Commonwealth institutions and organisations for the support, planning, implementation and enhancement of distance learning systems. This was accomplished by compiling and making available information with respect to the applications of state-of-the-art technologies for distance and open learning, by making available technical expertise in telecommunications and other information technologies and advising distance educators and organisations on equipment and methodologies for establishing communication and media facilities as well as options for the networking of electronic communications systems. A specific example of COL's technology advisory services would be a recent field mission by Dr. Abdul Khan, Acting Head of Communications and Information Technologies Division and Mr. Omar Khalid, Assistant Director, Ministry of Education, Government of Brunei, to advise the Centre for Distance Learning at the University of Malta in the use of appropriate technologies for distance learning.

TECHNOLOGY PARTNERSHIPS

COL continued to forge strategic alliances with major international agencies and technology industries for the deployment of advanced communications and information technologies.

COL continued its alliance with WETV - The Global Access Television Service by providing technical assistance in defining the nature and scope of its educational components. Through regular consultations and expert group meetings, COL has influenced the decision-making process to ensure that education remains the primary focus of WETV initiative. COL is contributing programmes for WETV's launch at the UN Conference on the Status of Women in Beijing, September 1995.

In the Global Telecommunication University (GTU) initiative COL is working closely with the ITU and Telemalta. Technology collaboration with a number of international organisations such as UNESCO, AMIC, AIBD, CREAD, AMTEC, CBA and IDRC is seen as an important activity to enhance COL's role as a leading international agency for promoting the use of communications and information technologies in distance education.

COL's participation in the African Global Consortium, the Educational Technology 2000 initiative, and dialogue with Apple Computer Corporation for possible joint projects, are examples of its efforts to forge alliances with the major players in the communications sector.

COL INFORMATION SYSTEMS

The objectives of COL's information systems initiatives is to establish and maintain technical facilities for the communication and management of information relating to the work programmes of COL and distance learning. COL has and continues to systematically upgrade computing and networking systems to stay current with advances in these important areas.

COL now provides an electronic information service available world-wide through the Internet. The COL World Wide Web (WWW) site has expanded to include over seventy-

five documents containing hundreds of hyperlinks to organisations and institutions throughout the globe involved in distance education/educational technology. During the past year, COL's WWW site has averaged over 250 "hits" daily from all corners of the globe. COL has also maintained electronic discussion lists for initiatives in collaboration with the International Council for Distance Education (ICDE) and the Commonwealth Secretariat's Commonwealth Universities Study Abroad Consortium (CUSAC), and others.

C. GENERAL PROFESSIONAL SERVICES

RESEARCH, EVALUATION AND REVIEW

During the last twelve months, most research activity focused on the implementation of the joint Commonwealth of Learning/International Council for Distance Education research agreement. Following the successful symposium on funding and costing of distance education held in Hong Kong in November 1993, the workshop on quality assurance held in New Delhi in July 1994, and the subsequent publication of the papers presented at these two events (as part of the COL series, Perspectives on Distance Education), research working groups on funding and costing and on quality assurance were established and held initial meetings. Both groups met again during the recent ICDE Conference in Birmingham and have developed research proposals that will be announced and pursued in the months ahead. One of the ways of disseminating this information will be research bulletin board, established by COL to facilitate the flow of information about planned and continuing research. This was set up towards the end of 1994 and now has over 200 electronic subscribers.

A major initiative in this area has been an agreement with the United Kingdom Open University to undertake a feasibility study for the establishment and operation of a Commonwealth Credit Bank. Work began on phase one of the study, an investigation of the need for and feasibility of such an agency, in early April 1995. The phase one report was submitted on schedule at the end of July and its recommendations are positive. The report for phase two, the operational aspects of the project, is

expected at the end of September.

PUBLICATIONS

COL has produced and distributed several publications over the past year, including two *COMLEARNS* (November 1994, 16 pages; and June 1995, 12 pages), distributed to over 4,000 addresses; an *Annual Report* (eight pages, including financial summaries), distributed to about 1200 addresses; and a September 1994 edition of the *Compendium of Activities*, produced in conjunction with the November 1994 Education Ministers' conference. These and many other documents are also available electronically through COL's World-wide Web site. Other publications include: *COL in the Caribbean* (a regional newsletter), *COL's Strategic Outlook 1995 - 1988*, and several research/ survey documents, project reports, directories, and course/curriculum material. COL has also struck a Publications Standing Committee, which will now review and recommend proposed publications and consider enhanced distribution and marketing options.

QUALITY ASSURANCE

Quality assurance initiatives have been concentrated in the Asian region during the past year. COL enabled senior personnel from the Distance Education Council of India (DEC) to visit Australian, Canadian and UK institutions to familiarise themselves with developments in quality assurance with the view to establishing comparable quality assurance mechanisms in India. These visits were followed by an intensive workshop in Delhi with participation representing faculty from all five open universities in India as well as from Australia and the U.K. Dr. Ian Mugridge from COL and Dr. Prakash Deshpande, the then Secretary of DEC, organised and led the workshop. The proceedings of this event are published by COL as *Perspectives on Distance Education; Quality Assurance in Higher Education*. One of the major developments in this regard is the establishment of the National Assessment and Accreditation Council by the University Grants Commission of India. With this, the foundations for quality assurance have been laid in the context of conventional universities. DEC has also initiated major aspects of quality assurance for the open university system in the country.

COL has initiated an exchange of ideas on quality assurance among the higher education institutions in the South Asian region as a whole. An international seminar on quality assurance was recently conducted in July, jointly organised by COL and the University Grants Commission of Bangladesh in Dhaka. UGC Chairs for Bangladesh, India, Pakistan and Sri Lanka were invited, and all but Pakistan was able to attend. A keynote paper was prepared by the late Professor G. Ram Reddy for this event. This paper along with country paper from Bangladesh and Sri Lanka formed the nucleus for discussions in the Seminar. The Vice Chancellors and senior faculty from Bangladesh Universities, including the Bangladesh Open University, also contributed to the discussions. As a result of this, not only have quality assurance concerns been projected prominently but an agenda for further steps in this direction has evolved. This seminar in Dhaka enabled the Bangladesh higher education community to learn more about COL and its activities thus paving the way for further collaboration. It is proposed that another seminar on quality assurance will be held in the current year either in Pakistan or Sri Lanka.

TRAINING

Programmes related to the training function focused on training resource material and trainer development and on strengthening the ability of client institutions to undertake human resource development for their faculty and staff. A study was commissioned to develop a framework for the training of distance educators in the Commonwealth, with the findings influencing strategic directions in the 1995 - 98 rolling plan. Two content areas received particular attention during the period: instructional design and media training. Ms. Arne Forster, consultant, working with an international expert group, assessed the status of training in the area of instructional design and developed a preliminary course design. This was followed by a systematic needs assessment which validated the critical need and strong demand for training in this area. Joint initiatives were taken with COL's Communications and Information Technologies Division for training in media including the development of a proposal for the design and production of training materials in a distance format with Asia-

Pacific Institute for Broadcasting Development, and the design of a workshop on the operation and educational applications of audio-conferencing networks.

Representatives from key distance education institutions in the Asian region convened in Delhi, in July 1994, to formulate a five-year regional training plan and to discuss issues related to human resource planning and development. Nine training workshops were supported by COL during the past year, with three occurring under the auspices of the COL/BC Government Fellowships Programme. A project to produce a series of train-the-trainer modules, for use by COL-commissioned trainers, was begun in conjunction with Training Development Canada; to date three modules have been developed.

The training office was instrumental in the design and delivery of a planning workshop, with the Southeast **Asian Ministers of Education Organisation**, for the implementation of distance education programmes with the respective SEAMEO Centres. Funding for the workshop, held in April 1995 was provided by the Canadian International Development Agency (CIDA), through the Canada-ASEAN Office in Singapore.

INFORMATION SERVICES

The Library returned to the 17th floor at the end of December 1994 with a new name, Information Resource Centre (IRC). Although the space is more compact, the central location has facilitated access for headquarters' staff and usage statistics continue to climb. Collection development continued at a steady pace focusing on materials in the distance education and international development fields. Research has been conducted for over thirty outside agencies and COL clients during the past year, providing them with information on the availability of course materials. Several others, including COL Fellows, faculty of local colleges and universities, students, and representatives of international agencies and organisations, use the collections in person on a regular basis. The IRC also has responsibility for the maintenance of a database of COL's materials transactions, now current for the 94/95 fiscal year. To support the database operations and to facilitate access to

Internet information resources, the IRC also upgraded its computer system this year.

D. REGIONAL PROGRAMMES

AFRICA

COL/AUSAID PROGRAMME FOR SOUTHERN AFRICA

The programme Advisory Committee (PAC) of the COL/AusAid (formerly AIDAB) Programme for Southern Africa has continued to monitor and provide guidance on activities in Southern Africa. The Committee is currently chaired by the Botswana Minister for Education, while COL's Head of African Programmes serves as Secretary.

Programme activities have focused on training in specialised skills for distance education including course editing, records keeping and student support, conducted by resource persons drawn from the region. Greater effort has also been made towards integrating these activities with COL's regular programmes in the region through the involvement of COL's regional office and with support of the Australian High Commission in Harare.

A Small Grants Fund supported by the COL/AusAID Programme has been introduced in order to facilitate collaboration and skills-sharing between distance education institutions in the region through short-term local consultancies. This fund will enhance inter-institutional collaboration among the members of the sub-regional and national associations involved in distance education. All these associations have also embarked on the preparation of three-year rolling plans with guidance from Programme Advisory Committee.

SOUTH AFRICA

COL has continued to consult with the South African Government, as well as various institutions and organisations in the country, in an effort to define specific programmes that can enhance access to quality education and training. COL participated at the International Donor Conference on Human Resource

Development in the Reconstruction and Development Programme, which was convened by the Government in October 1994 and co-sponsored by the United Nations Development Programme and the Commonwealth Secretariat.

The report of an International Commission at which COL was represented has been published in *Open Learning and Distance Education in South Africa* and widely distributed. COL will follow up on further discussions about the major recommendations made in the report including those related to the establishment of a National Open Learning Agency and an Open School.

COL has also been involved in the work of the African Global Consortium aimed at strengthening South Africa's telecommunication and information infrastructures in support of the Reconstruction and Development Programme. As a member of the consortium, COL will have an opportunity to fashion new and innovative ways of delivering education and training through advanced technologies. One of the early activities for COL will be to develop, jointly with other partners, a prototype of a community telelearning centre, and establish two or three pilot sites for implementation at selected sites within South Africa.

WEST AFRICA

COL was instrumental in getting an institutional linkage between the University of Ghana and Simon Fraser University supported by Canadian International Development Agency (CIDA) funds. COL's earlier work in the survey of distance education in Ghana and the subsequent institutional building were a major factor in obtaining the approval for CIDA support. A similar linkage has been proposed between the University of Abuja and the Administrative Staff College of Nigeria for joint materials development and production with possible support from the United Nations Development Programme.

COL has continued to provide advice and support to the West African Distance Education Association (WADEA). Plans are underway to establish professional linkages between WADEA and the Distance Education Association of Southern Africa (DEASA) through joint training activities with particular focus on strategic planning and

management.

ASIA

The publication of Open Universities in South Asia-- A Directory Experts was completed this year.

By the middle of 1994, the Asian Regional Workshop on Training Needs in Distance Education, sponsored by COL and IGNOU's Staff Training and Research Institute of Distance Education (STRIDE), was held in New Delhi with participation from the open universities in India and senior faculty associated with training in the open universities and other open learning institutions in Bangladesh, India, Maldives, Pakistan and Sri Lanka. This resulted in the formulation of a viable agenda for STRIDE in accessing training faculties.

Professor R.V.R Chandrasekhara Rao represented COL at the Annual Conference of the Asian Association of Open Universities held at IGNOU in February 1995. Professor Rao delivered a plenary lecture on "Paradigms of Open Learning Institutions." Immediately following this conference, COL organised a meeting of the Vice-Chancellors of the open universities of Bangladesh, India, Pakistan and Sri Lanka. The late Professor G. Ram Reddy and Mr. S.V. Giri (Permanent Secretary Education, Government of India), along with other experts in distance education participated in the conference. This meeting of the Vice-Chancellors of the Open Universities of the region has by now become a regular feature of consultations between COL and the open universities.

Vice-Chancellors' meetings constitute an informal regional consultative mechanism allowing COL to respond to the needs of the region effectively by providing a rational basis for identifying projects and programmes relating to the region.

The Rajiv Gandhi Fellowship Scheme, under which 100 candidates from 18 countries are enrolled for the two-year Post Graduate Programme in Distance Education of the Indira Gandhi National Open University, commenced in March 1995 and course materials are being sent to the candidates at regular intervals (by IGNOU). The orientation programmes for tutors in the participating

countries have been completed in two regions: Asia and the Pacific. Three more orientation programmes, two in Africa and one in the Caribbean, are scheduled to be held by October 1995. With this completed, qualified tutors will be available to counsel students enrolled in each of the participating countries.

CARIBBEAN

In the 1994-95 time frame, COL's programmes for the Caribbean have also continued the strong emphasis on materials development, training and communications networking.

Dr. Dennis Irvine assumed the position of Regional Co-ordinator for the Caribbean on September 1, 1994 based in Kingston, Jamaica, and has played a key role in furthering COL's existing programmes in the region and in the planning of future initiatives. In February 1995, COL published the inaugural issue a regional newsletter, COL in the Caribbean, which summarised COL's activities in the region over the five year period 1989 to 1994 and which recieved wide circulation throughout the Caribbean.

In fulfilment of an undertaking by COL, Dr. Irvine prepared a Draft Action Plan for Regional Education Policy, which has been forwarded to Caricom and is awaiting distribution to governments for their comments. He has also prepared a generic version of the Policy which has since been circulated to other Commonwealth countries where it may be of possible interest. Dr. Irvine has liaised closely with the University of Guyana to further the implementation of the recommendations of the COL-commissioned Menon Report on the furtherance of the University's distance education programmes.

Negotiations have begun with the Eagle Foundation for Enterprise to explore how COL might best assist in strengthening and improving the Foundation's embryonic open schools programme at the secondary level in Jamaica. Discussions are also underway with the Ministry of Education in Jamaica to support the establishment of a Centre for Science Teaching with learning materials such as those acquired from Canterbury Christ Church College in the U.K.

The OECS Distance Education pilot project, aimed at the strengthening institutional capacity in Commonwealth states in the eastern Caribbean, continued throughout this period. Under this project, and with the support of the COL/BC Government Fellowships Programme, distance educators from Grenada, St. Kitts-Nevis and St. Vincent & Grenadines received training at North Island College in British Columbia (Canada) on the delivery of distance learning courses and on the requirements of the OECS project.

In September 1994, COL carried out the installation of teleconferencing facilities in St. Lucia to serve six of the Ministry of Education's regional offices. The conferencing bridge was installed at the Ministry of Education's office in Castries and arrangements made for Cable & Wireless co-operation in maintaining the lines and bridge. Technical and other difficulties that emerged after the initial installation were addressed in a subsequent mission in July 1995, and consultations are underway with C & W to rectify the remaining problems. Enhancements to the Guyana teleconferencing system were made in September 1994, with six sites added to the three already in operation, and a planning mission for a possible system in Belize took place in July.

In concert with the Organization of American States, COL has extended its arrangements for providing access to the Internet via COL's computer system in Vancouver, serving Internet nodes in both St. Lucia and St. Vincent. Discussion have also begun with UNESCO on a possible joint telematics project for the Eastern Caribbean.

Col has continued to be actively involved in the planning of distance education networks for the region, including:

- o an interactive video conferencing system, using digital signal compression technology, to link the professional faculties at the University of the West Indies together and to other universities, for the purpose of expanding the delivery of their continuing education programmes;
- o the UWI/Caribbean Development Bank project for

the improvement of UWIDITE's distance education delivery network, through consultations with the project's technology consultant, NEPOSTEL.

COL worked with the Trinidad Ministry of Education to help define a World Bank project aimed at the development of a distance education B.Ed. degree targeted at qualifying 1,000 primary school principals. COL was subsequently invited to submit a tender to develop this programme, which it did in July.

PACIFIC/SOUTHEAST ASIA

LIAISON, ADVISORY COMMITTEES AND MANAGEMENT

The (COL/AusAID) Pacific Regional Advisory Committee (formerly the COL/AIDAB Project Advisory Committee) met in Suva in February/March 1995. Regional and Government consultations have included meetings with the Secretary-General of the Pacific Forum and some of his senior staff (December 1994) and the Minister of Education in Papua New Guinea (June 1995), preceded by a substantial meeting with a group of senior staff in the Education Department. The PNG meetings coincided with a major (COL/AusAID) workshop for provincial centre directors of the College of Distance Education, aimed at preparing a comprehensive development plan for the College. Meetings with the Vice Chancellor and the Director of Planning and Development of the University of the South Pacific (March 1995) reviewed COL's substantial involvement with the regional university.

As a result of continuing discussions with SEAMES (the SE Asian Ministers of Education Secretariat) three COL staff acted as consultants, in April 1995, to a workshop involving the directors of the twelve SEAMEO Centres, and the centres' designated distance education co-ordinators. A preliminary report offered recommendations, and a formal proposal is being prepared by COL to develop an international open and distance learning network based initially on the existing centres, but expanding into Vietnam, Cambodia and Lao PDR. Funding for the workshop was provided by the Canadian International Development Agency (CIDA), through the Canada-ASEAN Office in Singapore.

Two major projects were completed during the period: for the PNG Department of Education, a project in technical and vocational education (also supported by a German Foundation; this has assisted the Department to access Aus.\$28 million for national implementation based on the pilot project); and in conjunction with the University of the South Pacific, a research project investigating barriers faced by women accessing distance education in eight Pacific countries. Two projects are on-going: at the Solomon Islands College for Higher Education, the development of further adult basic courses for the Solomon Islands Distance Education Network; and at the University Centre, Kiribati, the establishment of a non-formal education programme utilising the audio-conference network provided by COL/Aus AID to assist the tutoring of credit students. A new phase of an established project has been started in Tonga, with the development of Technical/Vocational distance education courses at the Community Development and Training Centre. Two aspects of possible project funding have also received attention: the possibility of obtaining project funding from the Sasakawa Pacific Islands Nations Fund; and collaboration with the Asian Development Bank in distance education training initiatives.

INSTITUTIONAL SUPPORT

Materials have been provided for a joint South Pacific Commission/University of the South Pacific project training health officers, for Western Samoa Polytechnic and SICHE for training in automotive engineering, and for the USP Continuing Education Service in several diverse fields. Computer training materials have been supplied to the University of Papua New Guinea's Institute for Distance and Continuing Education, and its Director visited in January for discussions with several COL Staff. Technical support has continued to be available for the operation and expansion of audio-conference networks in both Solomon Islands (SIDEN), and in Malaysia (University Kebangsaan Malaysia Medical Network). Support has also been given (through a consultancy arrangement from the University of New England, Australia) to the University of Brunei Darussalam, as it re-establishes the Centre for Continuing and Professional Education on the new university campus. One of the early objectives is to

develop a video-conference link between UBD and the National University of Singapore. Secondary objectives include linkages with Australian and Canadian institutions.

The Pacific Islands Regional Association for Distance Education (PIRADE) will hold a joint conference and forum with the Open and Distance Learning Association of Australia (ODLAA), in Vanuatu in late September. COL training programmes will be held in conjunction with the conference. At the end of 1994, in Papua New Guinea, the Association for Distance Education held a successful training workshop on the use of radio; further training activities will follow later this year. Documentation has been completed for the institution of a regional information network for the Pacific region, and a small grants scheme has been instituted; the first recipient was the Pacific Theological College. An information network for Southeast Asia is in the planning process, in association with the SEAMEO Centres work (see above).

MANAGEMENT OF TEACHING NETWORKS

Dr. Dough Shale, of the University of Calgary, devoted a substantial portion of his sabbatical year (ending in August 1995) preparing documentation for the establishment of a Commonwealth Asia/Pacific Distance Education Network (CAPDEN). In particular, he prepared documentation for the establishment of Canadian consortium to deliver distance education programmes on the network. Dr. Claire Matthewson has been commissioned to undertake similar work in the Australia/New Zealand/Pacific region. Dr. Matthewson's task also includes the documentation of systems preparing students for tertiary study in the twelve countries served by the University of the South Pacific.

Students from Papua New Guinea, Solomon Islands and Tonga are enrolled in the IGNOU distance education training programme, through Rajiv Gandhi Fellowships, and tutorial systems have been established. A regional delivery centre for the legislative drafting programme will be established in Port Vila, at the USP Law Centre.

SPECIAL FEATURES

NEWS AND VIEWS

By

Iqbal Hussain*

The AIOU has crossed numerous milestones and gained a name at local as well as international levels. Like previous years, the year 1995 was another important chapter in its history during which every endeavour appeared a conscious step towards its goal.

To maintain the momentum, it has been the aim to boost service to students and in turn receive public confidence and attraction of scholars, experts in the field of education and other sections of society.

A brief account of new schemes, visits of dignitaries, professional development of university staff members and other remarkable events during the second half of 1995 will enhance its image of splendid role in spreading education.

AIOU'S EDUCATION PROJECTS SERVE NATION WELL

It is an undeniable fact that Allama Iqbal Open University is performing all its educational projects successfully to the advantage of the whole nation. This was said by Habib-ur-Rehman Tanoli, Minister for Municipal and Rural Development NWFP, at a function held in Mansehra and arranged by AIOU and ODA to celebrate the distribution of certificates among the women who qualified their 6-months courses of basic literacy and primary course. There were 334 women who qualified under the project of Integrated Functional Literacy and Primary

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Education. The Minister said that such a big gathering of women from such a remote and traditionally backward areas is not less than a miracle. And it is evident of the fact that women of this area have realized the importance of education. He said AIOU must start its middle standard project here as soon as possible.

Dr. Abdul Ghafoor, Chairman, PM's Literacy Commission, who was presiding the function, said that Philippines and Malaysia were far behind us in literacy, but now they have left us far behind. At the time of independence, three and a half crore people were illiterate and now the number has reached to 8 crore. To overcome the grave situation, present government has allocated Rs.150 million .

In her address to the gathering, Mrs. Razia Abbas, Director of the Project said, this project is working in Ouch, D.I.Khan , Quetta and Hyderabad simultaneously. She also said that in the effective functioning of the project NGOs are playing a great part. She further said that the credit of success of this project in Mansehra goes to the area manager, Sajjad Ahmad Gillani, who worked day and night in the distant villages to spread the light of education. Jonathan Lengham, Project Manager, Muhammad Din, Adviser Dr. Siddique Shibli and department's General Secretary for Welfare Society also addressed at the function.

AIOU IS DISTANCE LEARNING SYSTEM: A TREMENDOUS SUCCESS

While giving an interview to a local daily, Prof. Javaid Iqbal Syed, Vice-Chancellor of Allama Iqbal Open University expressed his following views about the institution.

Based on the philosophy of openness, Allama Iqbal Open University (AIOU) is an institution of its own kind in the country. Unlike conventional universities where students come to study, the AIOU itself goes to students.

This distinction of AIOU to reach the students in their own homes and places of work through present day use of technology in education symbolically expresses University's openness. It is in this sense, a university without walls.

In 1973, need for an open university was felt because of the ever increasing educational requirements in the country. Which is now a well established institution imparting education to thousands across the country.

The University came into being under an act of parliament in 1974, and in 1977, on the occasion of centenary celebrations of the birth of the great national poet Allama Muhammad Iqbal, University's name was changed from People's Open University to Allama Iqbal Open University.

Spread all over the country, AIOU has an exciting variety of students who benefit from its distance learning system. These are housewives, mothers, farmers, business managers and executives, technicians, teachers, purdah observing women, rural non literates, members of various occupational groups and functionaries of government and non government departments.

The AIOU has an equally exciting variety of subjects to teach. It offers literacy and basic functional courses, integrated functional courses, functional non credit courses, women matric programmes, Intermediate certificate courses, Bachelor degree courses, Post graduate diplomas, M.Phil and Ph.D programmes.

The distance learning system has proved a tremendous success and is now focussing on providing technical education to a maximum number of people through various basic and advanced courses.

The AIOU attempts to bridge the widening educational gaps of the past which exist in the country. It primarily tries to narrow the gap between education for a few and many without it. The AIOU wants to educate people within a few years instead of taking several decades to do that. The University also aims at ending the gap between the elitist view of education and people's perception of education.

The University wants to end the gap between the obsolete and new. Now a single good teacher, or radio or TV. during the same day can reach thousands of students in their own homes.

AIOU's self study modes discourage delivery of dogmatic answers and encourage the learners to ask their own questions and find their own solutions. The Vice-Chancellor told the App while explaining the basic educational methods experience enrich the very process of education.

Learning at students residences and places of work compelled curriculum to be more pragmatic. The fixed costs are thinly distributed over a large number of students and reduce the per student. Then, there is also an opportunity to earn while being a student, he said.

The AIOU being an academic institution, obviously has an academic structure at its core which consists of teaching departments, institutes and faculties. These are supported with a network of different servicing and operational departments without which the educational programmes and courses as conceived can neither be produced nor can made available to learners throughout Pakistan.

Distance learning system of the AIOU may not be viewed as akin to that of external examinations. In the latter case, responsibility of an institution begins and ends with the conduct of examinations and declaration of results only. The AIOU, on the other hand, imports regular and full education to its students.

The AIOU prepares and supplies textbooks, reinforces lessons through a continuous evaluation system, marks students periodical assignments and sends them back to the students with teachers' comments and advice. It also arranges tutorial services and opportunities for practical work at study centres close to where the students live and conducts final examinations at the end of each semester.

The AIOU maintains strict adherence to the prescribed timetable. The students, for example, who fail to submit their assignments in time, cannot sit in the final examinations.

AIOU TO TRAIN 42,000 IN-SERVICE TEACHERS

The award ceremony of completers of New PTOC Project

was held in October, 1995 at Allama Iqbal Open University. Prof Javaid Iqbal Syed, Vice-Chancellor presided over the ceremony while Alf A Ramslein, Counsellor, Royal Norwegian Embassy, Islamabad was the chief guest. The award ceremony was arranged by the Faculty of Education, Allama Iqbal Open University with the cooperation of Norway government. In his speech, Professor Javaid Iqbal Syed said the New PTOC Project is aimed at training of 42000 in service primary teachers within a period of five years i.e from 1991-92 to 1995-96 with the collaboration of Royal Norwegian government. Including the present semester, the project has achieved 50% of its target. He said that the remaining target is likely to be completed in next two years. Beside the training of PTC teachers, the project also train senior tutors, researchers and evaluators. On this occasion, chief guest of the ceremony Alf A Ramslein, Counsellor, Royal Norwegian Embassy, Islamabad, said the NORAD will continue its cooperation with project as Allama Iqbal Open University has successfully completed our target. He hoped that the remaining target will be achieved within the time. Approximately 250 students have received their certificates on this occasion.

SHORT TERM EDUCATIONAL PROGRAMMES (STEPS)

At the eve of 20 years celebrations of Allama Iqbal Open University, one of the remarkable events is launching of Short Term Educational Programmes to inculcate personal, social, technical and professional awareness through introducing self study courses, each of three months duration and be open throughout the year. Short Term Educational Programmes (STEPS) is a novel study plan to those who want to improve their capabilities and skills in the given disciplines (Phase-1) at any time, at any place, at their convenience and at their own pace:

There is a variety of following programmes and one can choose out of these suitable for his personal and professional development.

1. Computer Literacy
2. Management Sciences
3. Social Sciences
4. Community Education

5. Secondary Education Media Tuition

Computer Literacy is a package of 25 course being offered in collaboration of the Commonwealth of Learning. These courses contain study material and a floppy diskette to learn modern technology through self study .

Management Science courses reach 22 in number which includes courses like: *Export Marketing Research, The Cultural Dimensions of International Business Negotiations, Legal Aspects of Foreign Trade, etc.*

Social Sciences study package includes: *Foreign Policy of Pakistan, Agricultural courses, Foreign Languages etc.*

Community Education is a wonderful study plan for post literacy level with the titles: *An introduction of computer, Child care, Population Welfare, etc.*

The University offers media support to the secondary school students to make their studies foster and meaningful. Eighty video programmes of 25 minutes duration each have been prepared for 8 courses. Each course has 10 programmes that are available on two VHS cassettes.

To keep the interest and vigour of the learners alive, admission is open throughout the year. The students will get the study material within fifteen days of submission of admission forms. After studying the course they have to do an evaluation paper that will enable them to get a course study certificate. There is no pre-requisition for these courses and one can take these courses with his regular study programmes.

SAUDI ASSISTANCE FOR THE PROMOTION OF AIOU ARABIC PROGRAMMES

The Ambassador of Saudi Arabia , Mr. Yousaf M.Motabbabkani, presented a cheque to Vice-Chancellor of the University as a donation for promotion of Arabic programmes, while he visited AIOU in September, 1995.

The Saudi Arabian Government has been cooperating with AIOU in various programmes. The AIOU has been

receiving financial assistance for the promotion of Arabic language since 1980.

This grant has been used for the AIOU programmes on international seminars on promotion of Arabic, purchase of library books, T.V./Radio programmes and purchase of teaching aids. New programmes for which financial assistance is proposed include: 1) Functional course on Quranic Arabic, 2) Ders-i-Nizami Cluster (for students of Deeni Madaris 3) Diploma in Islamic law.

The role of AIOU in promotion of Arabic language has been appreciated in Saudi government.

The first programme of AIOU was Al-Lisanul Arabi. About 20,000 people have studied this course. The 1000 teachers have been trained in professional training of Arabic teachers of Deeni Madaras, colleges, universities to introduce modern teaching techniques in teaching of Arabic language.

An international seminar on promotion of Arabic in Pakistan was also organized by AIOU in 1988.

TO PROMOTE PERSIAN LANGUAGE, AIOU LAUNCHED A PROGRAMME

A course to teach Persian language at national level has been launched through the satellite services of PTV-2. The promotional services made by the AIOU in collaboration with Cultural Consulate of Iran in Pakistan, is targeted towards the masses of Pakistan, Afghanistan, United Arab Emirates and central Asian Republics. The course is launched keeping in view the fact that Persian has become the second largest language after Arabic in the Muslim world.

100 NON-FORMAL PRIMARY SCHOOLS TO BE OPENED IN ISLAMABAD CAPITAL TERRITORY

More than 11,000 persons have been made literate under the Islamabad Literacy Project. The Prime Minister's Literacy Commission (PMLC) in collaboration with the AIOU and some NGOs is making all-out efforts to make Islamabad an illiteracy-free zone. This was said by Mr. Pervaiz Saleh, Chairman, PMLC while speaking at the

certificate award ceremony organized by Allama Iqbal Open University. He said the government is determined to double the literacy rate before the advent of 21st century.

He stated that he has joined PMLC with a mission to literate the poor. He also announced the launching of a nation wide literacy campaign.

The Chairman of the Commission added that PMLC is opening one hundred non-formal primary schools in Islamabad Capital Territory from October.

He said their project will cost Rs.15.5 million over a period of five years. Presently 12 non-formal primary schools are functioning in Islamabad Territory on experimental basis. The new project of primary schools will be launched in the 12 union councils of Islamabad with the cooperation of community and non-governmental organizations (NGOs).

The children above 10 years of age and people will be enrolled in these schools to enable them appear in primary level examination after two-year-training, he added.

The teachers of these school will be given incentives based salaries, the chairman said. He said the government is committed to double the literacy rate by the year 2000. In this connection, he said the government is taking revolutionary steps and giving top priority to women and the rural population. He further added that there should be consensus among political parties at least on the issues of education literacy.

Speaking on the occasion, Director Faculty of Mass Education, Allama Iqbal Open University, Professor Razia Abbas said 3,1000 newly literate people who were receiving certificates and prizes include 2,800 women.

Professor Laique Ahmed Khan, Syed Sarfraz, Chairman of Union Council, Sihala, and Mrs Razia Abbas, Director, Faculty of Mass Education, AIOU also addressed.

The award ceremony was presided over by Professor Javaid Iqbal Syed, Vice Chancellor of AIOU. In his

presidential address he admired the hectic efforts of PMLC and AIOU in connection with the literacy programme.

PMLC & AIOU COOPERATION FOR THE WELFARE OF ADULTS

Prime Minister Literacy Commission (PMLC) in the collaboration of Allama Iqbal Open University (AIOU) has made a plan for the welfare of adults providing them non-formal education opportunities as well as to help in seeking a handsome employment. To create employment opportunity abroad the government has already directed foreign missions to send their labour demand. The chairman of PMLC, Mr. Pervaiz Saleh has said this in a press conference at his office on August 8, 1995. The chairman also stated that the government had laid out plans to double the literacy rate by the end of year 2000, to universalise free primary education within 5 years. All sections of the society, organizations and individual volunteers to be involved, he added.

WORKSHOP ON PLANNING OF LITERACY

An eight-day National workshop on planning and management of literacy and continuing education was held at Islamabad in December, 1995.

The workshop was organized by the primary and Non-formal wing of the Ministry of Education in collaboration with the UNESCO. The aim of the workshop was to promote planning and management of literacy and continuing education. The participants were from all the four provinces including NGO'S AIOU and Prime Minister's Literacy Commission. Dr. Akbar Hussain, Secretary Education, inaugurated the workshop while the chief speaker was Mr. Pervaiz Saleh, Chairman, PMLC.

DISTANCE EDUCATION CONFERENCE INAUGURATED BY THE SPEAKER, NATIONAL ASSEMBLY MR. YOUSAF RAZA GILANI

Syed Yousaf Raza Gilani, Speaker, National Assembly has stressed the need for greater cooperation among the countries of the south and central Asia for the development of human resources which are the real wealth of nation.

The speaker was speaking at the inaugural ceremony

of Distance Education Conference arranged by Allama Iqbal Open University with the collaboration of UNESCO in Islamabad on 26th September, 1995. The delegates from Bangladesh, Sri Lanka, Russia, India, Maldives and Turkamanistan participated in the conference. In his address the Speaker hoped that the meeting would help enhance cooperation among the participating countries and they will share the knowledge.

Mr. Gilani said it is good that leading education-ists from the neighbouring countries on the invitation of AIOU have come here to deliberate on the role of distance education and formulate plans to tackle the problems of resource constraints besides the issue of the pressure of population explosion. He asked the Asian Association of Open Universities (AAOU) and the commonwealth of learning (COL) to come forward with academic inputs to ensure sustained activities in the field of distance education.

He praised AIOU for taking initiative to develop networking with central Asian Republics (CARS). He said he was glad to learn the UNESCO has decided to setup a chair in distance education at AIOU and to sanction \$15000 for the purpose. This, he opined was in recognition to the achievements of Allama Iqbal Open University in the field of non formal and distance education.

Mr. Gilani said that the countries of south and central Asia face multiple problems like resource constraints population explosion, and other socio economic conditions. So they are unable to divert national resources to education sector, he added. The UNESCO chair at AIOU will help to solve some of the problems caused by resource constraints, he hoped.

The Speaker said: The real wealth of a nation lies in its developed human resources, both for improving human abilities and for making the best possible use of them for productive purposes.

The importance of education of the members of a society thus cannot be emphasized, he added. Distance education provides an alternative and complementary education system and is now considered viable and cost effective, the Speaker said.

Prof. Javaid Iqbal Syed, Vice Chancellor, AIOU, in his welcome address explained the aims and objectives of the conference.

He said that AIOU is now in a position to provide training to the academic and management personnel of the Open Universities especially the new ones. A centre for training in distance education has been established under the UNESCO chair, he continued. The name of the centre is "CENTIDE", AIOU Vice-Chancellor revealed. The centre, he added, will provide training in the development and production of textbooks designed especially for distant students.

UK TEAM LAUDS AIOU CONTRIBUTION

The Allama Iqbal Open University has gained a lot of experience over the last 20 years and has set a good example for others to follow its contribution towards the educational needs of Pakistan, is now vastly admired at home and abroad. This was stated by the Prof DJ Johnz, Vice Chancellor Bradford University and Dr. Paul Gallagher, principal of Bradford and likely community college UK, during their visit to AIOU.

The UK Vice Chancellor and Principal were called on by the Vice Chancellor of AIOU Professor Javaid Iqbal Syed when they visited Pakistan on invitation of the Ministry of Education.

They discussed various aspects of the collaboration between their institutions. During the meeting Prof Javaid Iqbal emphasized that Asian Association of Open Universities, Commonwealth of Learning and UK Educational Institutions should come forward with appropriate academic and other inputs to ensure sustained educational activities. He proposed that possibilities of accreditation of courses of different Open Universities should also be explored for the transfer of credit to avoid duplication of efforts, in case of student moves from one country to another.

The UK delegation visited the AIOU's book ware house, Mailing Section, Computer Centre, department of English and Institute of Educational Technology. In the IET, they witnessed the various TV and Video programmes,

produced by AIOU.

The Director IET Mr. Amar Jalil Kazi briefed the delegation on the University's programmes. He said that 80 Non Formal Educational TV programmes recently have been produced by AIOU.

BRITISH COUNCIL PRESENTED BOOKS TO AIOU

Mr. Peter Elborne, Director, British Council presented more than 200 new English books to the Vice-Chancellor of Allama Iqbal Open University on the occasion of concluding session of Overseas Development Assistance phase-IV.

The Director of British Council along with his team, also held talks with Vice-Chancellor about the Educational cooperation.

Professors, Deans and other high officials of AIOU and British Council were also present on occasion.

The ODA support of Allama Iqbal Open University through British Council had four phases. Phase-IV has just ended in March 1995. This phase also remained quite successful like other three phases of ODA.

The grants of ODA implemented by British council has played a very positive role improving educational facilities in Allama Iqbal Open University.

FIRST AIOU AWARD FOR RESEARCH THESIS, ANNOUNCED

Prof. Javaid Iqbal Syed, Vice Chancellor of the Allama Iqbal Open University has announced *AIOU Award for Research Thesis*, to the thesis of Mr. Muhammad Sahail Umer, "Khutbat-e-Iqbal-Naey Tanazur Mein", which has been declared as the best thesis for the year 1993-94. The award carries a cash prize of Rs.20,000.

Professor Javaid announced the award on the Iqbal Day ceremony held at the University on November 6, 1995. Prof. Javaid said, the University had been taking a number of steps to promote the trend of research. He said that this award is meant for research on Allama Iqbal being done in any university of the country so as to

encourage and provide incentive to the scholars working on Iqbal.

The Chairman, Department of Iqbaliyat, Prof. Dr. Rahim Bakhsh Shahin introduced the award saying that Iqbaliyat Department of AIOU has got a distinct position among the Pakistani universities in research on Iqbal.

The Chairman of the award committee, Prof. Dr. Khalid Masud termed the award as first of its kind and worth in Pakistan and said that this will encourage research work in general and particularly on Iqbal.

Mr. Muhammad Sohail Umar, the award winning scholar expressed his thanks saying this is the best way to acknowledge a scholar. He added that scholars are waiting for announcement of Ph.D in Iqbaliyat after completing their M.Phil studies from Allama Iqbal Open University.

QUAID'S MESSAGE FOR NEW GENERATION

On the occasion of 47th death anniversary of Quaid-i-Azam Muhammad Ali Jinnah the UNICEF (Pakistan) has published a booklet titled *Quaid-i-Azam ka paigham Nai Nasal key Nam*.

The noted writer Dr. Mahmood ur Rahman of Allama Iqbal Open University has compiled this brochure with the aim to acquaint the new generation of Pakistan of the thought provoking message delivered on various occasions by the founder of this Islamic Re-Republic for proper guidance and healthy upbringing of Muslims students.

In the preface Dr. Mahmood ur Rahman has pointed out that the Quaid has much love and affection for children and wanted them to be well nourished and properly educated so as to be able to soil the ship of nation successfully.

This booklet, containing 25 messages of the Quaid for children, deserves to be circulated in all institutions of Pakistan. The book can be had from UNICEF free of cost.

UNESCO CHAIR IN AIOU

The UNESCO has established UNESCO Chair in Distance Education in the University as an appreciation of its significant achievements in the field of non formal and distance education.

Main objectives of the UNESCO Chair is to enhance cooperation among open university to share available resources, expertise and experiences.

REPLACEMENT/STRENGTHENING OF EQUIPMENTS OF AIOU STUDIOS TO BE COMPLETED BY MARCH 1996

The Government of Japan has extended grant assistance of Rs.300 million for replacement/ strengthening of equipments at the Institute of Educational Technology of the University during the financial year 1995/96.

The agreement to award consultancy of the project was signed recently at a simple but graceful ceremony. Vice-Chancellor, Prof. Javaid Iqbal Syed on behalf of the University and Mr. Shiga, Project Manager UNESCO International on behalf of the corporation, signed the agreement. The UNESCO has been chosen by JICA as consulting firm for the said project which is to be completed by March 1996.

LINK OF UNIVERSITY CENTRES WITH INTERNET SYSTEM

The Vice Chancellor, Prof. Javaid Iqbal Syed, in an interview to a local Urdu daily, has disclosed that more than 30 University centres were being linked with modern internet system so as to provide maximum facilities to the students of distance education system. Model study centers were also being setup for this purpose, he added.

AIOU PARTICIPATED IN LITERACY WALK

Thousands of employees, students, tutors and neo literates of AIOU participated in the walk organized by the Prime Minister's Literacy Commission (PMLC) in September 1995. The walk arrangements were decided in a meeting between the Vice Chancellor, AIOU Professor Javaid Iqbal Syed and Chairman PMLC Mr. Parvaiz Saleh,

held at AIOU.

The purpose of the walk was to create awareness about the literacy through banners and posters placed on buses and placards in the hands of the participants. Handbills were also distributed among them.

**AIOU DELEGATION OF WOMEN PARTICIPATED
IN BEIJING CONFERENCE**

Delegation of Women Staff Members of the University with the other professional women of Rawalpindi and Islamabad, led by Dr. Iftikhar N. Hassan participated in NGO forum and World Women Conference (WWE) at Beijing in August, 1995.

The members presented cause of education for Women to the world assembly. They presented visuals on Distance Learning and Non-Formal mOde of Education being followed by Allama Iqbal Open University. Also a stage show was presented on a successful women of Pakistan based on a country wide study and a lecture delivered on the contribution of ETHNIC women to art and music.

The following staff members attended the conference.

- | | |
|--------------------------|--|
| 1. Dr. I.N.Hassan | Professor (Rtd) |
| 2. Mrs. Razia Abbas | Professor/Director |
| 3. Dr. Shamim Abbas | Professor |
| 4. Dr. Mussarat Anwar | Associate professor |
| 5. Dr. Shahida Naeem | Associate professor |
| 6. Mrs. Riffat Haque | Programme Manager |
| 7. Mrs. Zahida Qazi | Research Associate |
| 8. Ms. Bushra Shaheen | Lecturer |
| 9. Mrs. Fauzia Jamshed | Lecturer (Material coordinator) |
| 10. Ms. Atifa Durrani | Lecturer (Student Affairs Coordinator) |
| 11. Mrs. Naheed Manzoor | Lecturer (Tutor Affairs Coordinator) |
| 12. Syeda Najeeba Batool | Lecturer (Evaluation coordinator) |
| 13. Ms Rizwana Zaidi | Material Coordinator |
| 14. Mrs. Nighat Perveen | Assistant Regional Director |
| 15. Mrs. Saskia Baker | Associate expert, Dutch Nationa |

16. Ms. Nadira Siraj Field Coordinator
 17. Mrs. Riffat Khalid Suprintendent

TRAINING WORKSHOPS CONFERENCES ABROAD

| <u>Name & Designation</u> | <u>Subject</u> | <u>Duration & Country</u> |
|--|---|---|
| Prof. Javaid Iqbal Syed Vice-Chancellor, AIOU | Regional workshop on Distance Edu- cation as an as- pect of Human Resource develop- ment organized by UNO | From 24th 27th Oct. 1995, China. |
| Mr. Javed Mehmood Kasori Dy. Director IET | Expert Group Meeting of Common- wealth of Learning | 29th Nov. 15th Dec. Malaysia |

TRAINING WORKSHOP SEMINAR WITH IN THE COUNTRY

- Dr. A.R. Saghir, Associate Professor, EPM attended one day pre-project seminar at pearl continental, Rawalpindi on 23rd September, 1995.
- Mr. Irshad Ahmed, Lecturer (Stat.) has joined 6 months post graduate course in computer system hardware and software offered by University Grants Commission (UGC) from 1st Oct., 1995.

Book Review

Voiceless Melodies

By

Dr. I. N. Hassan

**Pages:90; Price:Rs.100/=(H.B),
1995;**

**Publisher: Allama Iqbal Open University,
Islamabad.**

Dr. Ms I.N. Hassan is a noted educationist of our country. She has been associated with the Allama Iqbal Open University in various capacities i.e., Head of Department, Dean and Vice-Chancellor. Being a well-known psychologist, she has also earned a name across the world.

Now, she has emerged as a researcher in literature also and has managed to publish such a befitting book which certainly comes in the category of culture. As we know, folk-songs are the symbol of civilization. The history of the world tells us that in the process of social development, this genre of unwritten literature had played a prominent role in reflecting the head and heart of the nations. Besides depicting the ancient observances and customs, the notions, beliefs, traditions, prejudices, superstitions and life style of the common man of a country, these folk-songs are invaluable assets of literature. Handed down by oral tradition from a more remote antiquity, they originate among the people and as such are the true picture of the nation. They reflect the real emotion of the masses and depict the in-depth sentiment of various age-group i.e. infants, teenagers, young folks, married ones, working persons, etc. As such, these folk-songs are considered to be the part of history, culture and civilization. Resultantly their importance cannot be ignored even in this developed society of atomic age. After all, heritage is the prestigious sign and symbol of any nation.

This heritage of our country has been traced out by Dr. I.N. Hassan with much zeal and devotion. She has collected about 2000 folk-songs pertaining to various aspects of women's life. These ancient lyrics have been categorized into five groups, such as:

- (i) Birth of a baby-girl (Lullabies)
- (ii) Feelings of a growing girl
- (iii) Feelings of a teenage girl
- (iv) Marriage songs
- (v) Emotions and feelings of a married woman

About the significance of folk-songs, the distinguished writer goes on to say:

"Folk-songs are really cultural reflection or mirror images of the people. They reflect their love, hate, bravado, fears, taboos, norms, rituals, feelings and emotions in words, sounds and rhymes." (p.4)

Her study represents an attempt to signify the rural women of Pakistan, specifically of Punjab. She has categorically analysed the various aspects of cultural life of the said province and has quoted folk-songs pertaining to above-mentioned five categories.

Since this issue of PJDE is highlighting the importance of children, I would prefer to present here some lullabies quoted by Dr. Hassan in the book under review:

*Sleep peacefully my child,
I hope darkness will run away from you.*

*My daughter is a happy baby,
And she laughs all day.*

*Thank God for this baby-boy,
Who has raised my social worth.*

*Congratulate the brothers,
A sister is born,
She has brought a bright future with her,
And mother is singing lullaby slowly.*

This scholastic study of folk-songs inspires the readers to go through our national heritage hidden beneath the lips and behind the llanos. This unwritten asset is no less than literary culture and thrilling treatise.

Dr. Mahmudur Rahman
Editor

Book Review

Distance Education: An Interface

By

Research Volume Committee,

Pages: 187; Price: Not mentioned; 1994;

*Publisher: Dr. B.R. Ambedkar Open University,
Hyderabad, Andhra Pradesh, India.*

To commemorate the completion of twelve years of functioning of Dr. B.R. Ambedkar Open University, India, this volume was brought in August 1994. It was a good omen to highlight various important aspects of distance education while celebrating a decade-long existence as well as marking the inauguration of the new campus of this well-known institution.

This commemorative and even comprehensive volume contains twelve research papers prepared by the teaching staff of the said University. On completion of a period of more than a decade, the dedicated staff have undertaken the task of evaluating their own activities and performances in the perspective of distance education. They have even analysed their own role and responsibilities keeping in view the objectives of the university.

The papers published in this valuable volume undoubtedly reflect a variety of issues pertaining to learning at distance. The areas covered by distinguished contributors range from new technologies, dropouts, course development and design, electronic class rooms, networking to training needs and friendly support services. These are the topics touched delicately and scholarly. They stimulate the readers to go thoroughly through those issues come across in the way of imparting informal education. Their importance cannot be overlooked as distance education is the only tool to overcome the menace of illiteracy specifically at the time we are going to welcome 21st century at a length of three and a half years.

It is because of far-reaching effects of this volume that Professor S. Bashiruddin, Vice-Chancellor of this University has written in his foreword that:

This volume could serve as a guideline to all those engaged in research, teaching and management of distance education.

I hope, this presentation would be welcomed in all the institutions of open teaching and learning system.

Dr. Mahmudur Rahman
Editor

DATA BANK
STATISTICAL GLIMPSES OF
ALLAMA IQBAL OPEN UNIVERSITY

By

ABDUS SATTAR KHAN*

PROGRAMME/LEVEL-WISE AND GENDER-WISE COURSE ENROLMENT
WITH RESPECTIVE NUMBER OF COURSES DURING THE SEMESTER
AUTUMN, 1995.

| Sr. No. | Programme/Level | No. of Courses | Semester Autumn 1995 | | |
|---------|---|----------------|----------------------|--------|--------|
| | | | M | F | T |
| 1. | Functional (Non-Credit) Courses | 9 | 2177 | 130 | 2307 |
| 2. | Women's Education (Matric) | 21 | 110 | 10240 | 10350 |
| 3. | Intermediate | 49 | 17964 | 13302 | 31266 |
| 4. | B.A/B.B.A/B.Com | 65 | 24262 | 7530 | 31792 |
| 5. | MA (EPM) | 5 | 214 | 99 | 313 |
| 6. | M.Sc Pakistan Studies | 13 | 808 | 439 | 1247 |
| 7. | M.Sc Economics | 4 | 891 | 133 | 1024 |
| 8. | M.B.A | 28 | 2642 | 177 | 2819 |
| 9. | Professional Course P.G.L | 1 | 130 | 21 | 151 |
| 10. | Post Graduate Diploma/ Certificate of Management | 7 | 185 | 6 | 191 |
| 11. | Diploma in Teaching of English as Foreign Language (TEFL) | 2 | 251 | 129 | 380 |
| 12. | M.A TEFL | 3 | 113 | 75 | 188 |
| 13. | Diploma in Computer Application | 8 | 2562 | 260 | 2822 |
| 14. | Diploma in Computer Maintenance | 8 | 132 | - | 132 |
| 15. | M.Ed (Diploma in (Special Education) | 15 | 476 | 125 | 601 |
| 16. | B.Ed | 12 | 12319 | 6320 | 18639 |
| 17. | Certificate in Teaching (CT) | 10 | 17982 | 34831 | 52813 |
| 18. | PTC | 10 | 38384 | 94610 | 132994 |
| 19. | M.Phil Iqbaliat | 2 | 78 | 28 | 106 |
| 20. | M.Phil Islamiyat | 4 | 59 | 9 | 68 |
| 21. | M.Phil Urdu | 4 | 68 | 25 | 93 |
| 22. | M.Phil Education | 12 | 135 | 60 | 195 |
| Total | | 292 | 121942 | 168549 | 290491 |

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**PROGRAMME/LEVEL-WISE AND SEMESTER-WISE
NUMBER OF BOOKS PRINTED DURING AUTUMN, 1995
SEMESTER**

| Sr. No. | Programme/Level | Semester Autumn 1995 |
|--------------|--|----------------------------|
| 1 | Women's Education (Matric) | 26994 |
| 2 | Intermediate | 49468 |
| 3 | B.A/B.B.A/B.Com | 139298 |
| 4 | M.A. (EPM) | 2904 |
| 5 | M.Sc Economics | 4948 |
| 6 | B.Ed | 38551 |
| 7 | CT | 27398 |
| 8 | PTC | 174765 |
| 9 | New Primary Teacher Orientation Course (PTOC) | 10000 |
| 10 | M.Phil Islamiyat | 500 |
| 11 | M.Phil Urdu | 1000 |
| 12 | M.Phil Education | 3977 |
| Total | | 479803 |

**PROVINCE-WISE STATISTICS OF
TUTORS AND STUDY CENTRES FOR SPRING 1995 SEMESTER**

| PROVINCE | SEMESTER SPRING 1995 | |
|-----------------------------|----------------------|---------------|
| | TUTORS | STUDY CENTRES |
| N.W.F.P. | 835 | 198 |
| BALUCHISTAN | 60 | 37 |
| SINDH | 690 | 290 |
| PUNJAB | 3406 | 421 |
| FEDERAL AREA (ISLAMABAD) | 229 | 16 |
| AZAD JAMMU & KASHMIR | 227 | 57 |
| NORTHERN AREA | 101 | 18 |
| TOTAL | 5548 | 1037 |

**RADIO/T.V PROGRAMMES PRESENTED
IN AUTUMN, 1995 SEMESTER.**

| Programmes | Autumn 1995 |
|------------|-------------|
| RADIO | 293 |
| T.V | 82 |

**RADIO/TV PRODUCTION AND AUDIO/VIDEO
CASSETTES SALE DURING JULY TO DECEMBER, 1995.**

| TITLES | QUANTITY |
|-------------------------------------|----------|
| Total T.V Programme Production | 2 |
| Total Radio Broadcast Programme | 26 |
| Total Non-Broadcast T.V Programme | - |
| Total Non-Broadcast Radio Programme | - |
| Total Sale Audio Cassettes | 850 |
| Total Sale Video Cassettes | 32 |

STAFFING POSITION AS ON 31/12/95

| | Academic Staff | Administrative & other staff | Region | Total |
|--------------|-------------------|---------------------------------|--------|-------|
| 17 and above | 97 | 158 | 33 | 288 |
| 16 and below | - | 900 | 210 | 1110 |
| Total | 97 | 1058 | 243 | 1398 |

BOOK REVIEWS
THE DISTANCE LEARNING SYSTEM

By

S.H. Zaidi

PAKISTAN JOURNAL OF DISTANCE EDUCATION -
Vol XI, Issues I & II; Published by Research & Evaluation
Centre, Allama Iqbal Open University, Sector H-8,
Islamabad; 108 pp Yearly subscription Rs.35.

The bi-annual Journal is dedicated to the distance learning system rapidly growing in the developing world. Prof. Javed Iqbal Syed, the Vice Chancellor of AIOU is the patron-in-chief of the Journal.

The present issue carries nine articles of which five are by professors of AIOU and the remaining by foreign authors. Special features include 'News and Views' carrying details of activities at the University by Altaf Hussain Memon, two book reviews by Dr. Mehmudur Rehman, the Editor, and a Data Bank by Abdus Sattar Khan. The Data Bank contains data regarding the number of teachers, students enrolled and books printed by the University during the year 1994.

Distance Education has great potential for spreading literacy, as well as increasing the level of skill of working people, house-wives and aspiring job seekers alike. Whether one wishes to acquire a new skill for earning one's livelihood or likes to seek knowledge to make use of in day to day or working life, the peculiar advantages of distance education system cannot be denied. Distance education system uses printed matter as well as electronic media and audio and video cassettes for

imparting instruction. No formal attendance at classes is necessary, so one does not have to leave home to learn through an 'Open' University. AIOU certainly has made some headway and this journal tells us that 6,38,744 students were enrolled in the various courses of the university during 1994 and 7,43,175 books printed. A wide variety of courses is available apart from the matriculation to MA courses and the emphasis is on skill acquisition and on teacher training courses. Indeed the various teaching courses (B.Ed, CT and PTC) account for almost 78% of the enrolments. Obviously the strategy seems to be to train as many teachers as possible to further the cause of enhancing literacy. The great advantage of electronic media (specially radio) is that it reaches far corners of the rural areas of the country and even illiterate persons can benefit from its programmes pertaining to agriculture, health, tree plantation, tractor repairs and so on.

For Computer studies and science subjects, AIOU avails the laboratory facilities of institutions like Petroman, for practical sessions. Even a B.Sc course in Computer Science will be offered from 1995, followed subsequently by M.Sc. Post Graduate Diploma Course in Mass Communication is likewise on the anvil and may be now have started. But, like many other developing countries, maximum advantage could and should be taken of beaming programmes on agriculture, dairy farming, forestry and so on through the electronic media, aimed at the farming community to help increase the yield per acre by improved methods of farming.

The papers/articles in the Journal are of a good standard, based on the authors' experiences in the field of distance education and are informative not only for those associated with the field of distance learning but for a lay reader. The Journal, however, welcomes contributions from outsiders, specially from those in teaching and research in the field. Perhaps a section in Urdu would be a useful addition to the Journal. Alternatively, the whole Journal could be brought out in both English and Urdu, which obviously would make for wider circulation.

