



Models for Success

Selected COL Publications

Reporting documents (available free-of-charge and through COL's Web site):

Summary Report 1994 – 1996. Replacing “annual reports” for this period, COL has published and distributed its *Summary Report 1994 – 1996*. The document provides readers with summary information on COL's programme activities and financial positions from Jan. 1, 1994 to June 30, 1996.

Connections. four-page, quarterly newsletter (published since March 1996)

COL's Common Wealth. an introductory brochure (published in May 1997)

Monographs (research and meeting reports)

Training and Professional Development of Distance Educators: A resource book of articles.

Prepared in co-operation with the International Centre for Distance Learning (UK Open University), with the financial assistance of the UK Department for International Development, 1997. This is a collection of articles, conference papers and reports on distance educator training activities prepared primarily for use in developing countries where identification of, and access to, relevant literature can be limited. (289 pages)

ET2000 Conference Papers. The Commonwealth of Learning, 1997. *Educational Technology 2000: A Global Vision for Open and Distance Learning*, held in August 1996, was an opportunity for nearly 200 educators and technologists from 38 countries to gather in Singapore to share, discuss and debate many of the important issues in open and distance learning. This collection of keynote addresses and conference papers is rich in diversity, containing thoughtful analyses and challenges for the future. Further information, including a list of papers and opening remarks by COL Chairman, Dr. H. Ian Macdonald, is available at: <http://www.col.org/et2000.htm>. (387 pages; Cdn. \$25.00 plus shipping)

Perspectives on Distance Education: Quality assurance in higher education – selected case studies.

Edited by Alan Tait, 1997. This publication marks the first collection to emerge from the work of the COL/ICDE quality assurance research group, chaired jointly by Jocelyn Calvert (Deakin University) and Alan Tait (UK Open University). It consists of a set of case studies of quality assurance practices in distance teaching universities, along with an introductory chapter by the editor. These case studies represent a significant addition to existing work in the field, particularly at a time when universities in many parts of the world and distance teaching universities, both new and established, are placing great emphasis on reviewing and, where necessary, revising what they do in accordance with established practices and principles of quality assurance. (88 pages)

Library Services to Distance Learners in the Commonwealth. Edited by Elizabeth Watson and Neela Jagannathan, 1997. While distance education is an effective and versatile means of addressing the problems of human resource development in the Commonwealth, an important concern is adequate and appropriate services to support distance students. There is a growing recognition that the provision of good library services is a crucial factor in determining the quality of distance education. The purpose of this collection of 22 articles is to acquaint readers with distance librarianship as it is practised throughout the Commonwealth. Case studies cover institutions in both developed and developing countries located in Africa, Australia, Britain, Canada, the Caribbean, India, and New Zealand. All of the contributors are distance education/librarianship practitioners. The book will be of value to distance librarians, educators, administrators and planners as well as to library school students. (247 pages)



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Perspectives on Distance Education: Distance Education in India. Abhimanyu Singh, Director, Department of Education, Ministry of Human Resource Development, India; 1992. (49 pages)

Perspectives on Distance Education: Student Support Services: Towards More Responsive Systems. Edited by Robert Sweet, 1993. A literature review builds a context for changes in student support services by outlining developments in the mandate, operating principles, and practices, and curricular emphases of the distance teaching universities. Eight case studies describe the operation of student support services at institutions represented at a symposium convened by COL in Delhi, India, in June 1992: four open universities in India, the new distance education programme at Bangladesh's national university, and institutions in two non-Commonwealth countries, Thailand and Indonesia. The case studies are followed by a summary of issues raised in the discussions of the cases presented at the symposium. Both the literature and the cases document attempts to make student service systems more responsive to the needs of learners. The report concludes with a list of research priorities aimed at the development of more responsive support services. (115 pages)

Administrative Structures for Distance Education. Hilary Perraton, 1991. The purpose of this book is to help anyone considering the use of distance education and trying to decide how it should be organised. The acclaimed success of the world's 25+ open universities gives the impression that learning at a distance demands the establishment of an open university. But, in practice, there are many different ways in which governments, universities, or private bodies can teach students at a distance. The book explores and compares the options that may be possible. Jointly published by the Commonwealth Secretariat and The Commonwealth of Learning (29 pages)

Perspectives on Distance Education: Report of a Round Table on Training Distance Educators (COL Headquarters, Canada, 2 - 6 April 1990); October 1990. (79 pages)

Curriculum and course material development

Theoretical Perspectives on Gender and Development. This core module was collaboratively developed and written by the Centre for Gender and Development Studies at the University of the West Indies, the International Women's Tribune Centre in New York, and the Summer Institute for Gender and Development (a joint project of Saint Mary's and Dalhousie Universities in Canada) through a project managed and co-ordinated by COL and funded with the aid of a grant from Canada's International Development Research Centre. This module focuses on the theoretical justification for examining the specific roles and contributions of women to development initiatives. 1996 (182 pages)

Technical and Vocational Teacher Training Core Curriculum. Second edition, 1998. This document was produced with technical/vocational education and training representation from 14 countries and substantive input from eight Caribbean technical colleges and administrative bodies, in collaboration with CARICOM. It provides a distance education training programme for technical and vocational teachers, addressing the core pedagogical needs of the four levels of teachers in this field. (104 pages) Originally published in 1995.

Producing Gender Sensitive Learning Materials: A Handbook for Educators. Prepared by Janet Jenkins, 1995. This unique resource book is designed to be used by those developing distance learning materials to assist in identifying gender bias concerns and improving capacity for addressing them. Discussion and case studies cover not only course materials, but also the manner in which educational issues are approached. For example, course calendars and brochures are examined to find ways in which opportunities for education and training can be "advertised" so that it is clear that women are encouraged to take part. The handbook can be used for self-study purposes, as a policy guide for administrator, or as a resource for workshops in course writing and instructional design. (86 pages)

Water Safe: An Introduction to Water Quality Issues. A coursebook for a self-study programme that will help in the understanding of the importance of good, clean, and safe water in everyday lives, but particularly when used in the preparation of food. 1994. (77 pages)

Women: Key Partners in Sustainable and Equitable Development. Resource materials on women and sustainable development. Prepared by Waafas Ofosu-Amaah, 1994. This report responds to Commonwealth mandates by producing training materials on women and sustainable development. It extrapolates, from selected “success stories,” the *common lessons for learning and teaching* about the effective integration of environment and gender. The success stories demonstrate that women have developed new approaches to environmentally sound energy production in rural areas, improved conservation of energy in community settings, found ways to deal with waste economically and safely (whether by recycling or responsible consumer behaviour) and re-introduced effective indigenous methods that are economically feasible and environmentally sustainable. These training materials are presented in a format that will make them adaptable for use by a variety of interested parties, from policy makers to practitioners, and in a variety of settings, from classroom instruction to radio broadcasts. (113 pages)

Directories

Directory of Courses and Materials for Training in Distance Education (Fourth Edition, 1995). Revised, and updated in both content and design, this directory describes materials and programmes that have been developed by distance education trainers, working at all levels and sectors of public educational systems throughout the Commonwealth. Pricing and contact information is also included. The listings are organised under six categories: introduction to distance education, management and administration, instructional design, technology in distance education, student support and tutor training, research and evaluation, and full programmes of study. Each category is also divided into two sections: self-instructional materials and face-to-face courses. (64 pages)

European Distance Education: A Handbook of Current European Programmes and Networks. Prepared by Janet Jenkins, 1994. The purpose of this handbook is to provide accessible information to personnel in ministries, educational institutions and other bodies concerned with education and training in order to inform them of new developments in Europe and enable them to select, make contact with and obtain further information about programmes of interest as possible models or as potential partners in development. (60 pages)

Colleges Reaching Out: Report on the Status of Distance Education in Canadian Colleges and Technical Institutes. Edited by Patricia McWilliams, 1994. This report provides a “snap-shot” of the scope and breadth of distance education activities in the college sector in Canada. The first section presents the institutional and programming information collected through a survey distributed to the 120 Association of Canadian Community Colleges (ACCC) member colleges. The second section illustrates notable approaches to programming, technology applications and other areas through case studies and issue papers drawn from a cross-section of colleges and regions. (41 pages, plus appendices)

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Requests for COL publications may be sent directly to: COL Customer Service, c/o the Open Learning Agency of BC, 4355 Mathissi Place, Burnaby BC V5G 4S8 Canada; tel: 604.431.3210; fax: 604.431.3381; e-mail: catalogue@ola.bc.ca. Nominal charges apply to orders from developed, newly developed and non-Commonwealth countries — usually Cdn.\$12.00 plus shipping. Orders must be accompanied by an institutional purchase order, be pre-paid in either Canadian or US funds, or charged to VISA or MasterCard accounts.

COL is an international organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education resources and technologies.

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The Use of Distance Learning in Non-Formal Education — a report on a survey carried out for The Commonwealth of Learning by the International Extension College, UK. Prepared by Dr. Tony Dodds, 1996. The report documents information on 73 projects, in 56 developing countries and 17 industrialised countries, and presents a number of conclusions and proposals for further action. The survey found that there is considerable activity in non-formal distance education but that it is not well documented. It notes that non-formal distance education projects are often poorly funded, which often leads to low quality, disappointing results, and lack of sustainability. Jointly published by The Commonwealth of Learning and International Extension College. (63 pages)

Raising Awareness on Biodiversity: Commonwealth Examples. Edited by Walter Leal Filho, Clare Dykes, and Zena Murphy, 1996. In this book, readers will find critical analyses of the means that need to be employed to ensure that an environmental education dimension is implemented as part of biodiversity conservation projects. It describes state-of-the-art initiatives aimed at raising awareness on biodiversity in selected Commonwealth nations. Co-published with the European Research and Training Centre on Environmental Education. (134 pages)

Barriers to Participation of Women in Technological Education and the Role of Distance Education. COL Occasional Paper, 1995. Dr. Karen Evens, Director of Graduate Studies in Education, University of Surrey (UK) and Associate Director of Surrey University Centre for Commonwealth and European Education and Development (SUCCEED). An abridgement is also available.

Education for the Future — A Generic Version of the Report of a Caribbean Task Force on Education. COL/Caricom, 1995. Through analyses undertaken by a Caricom Advisory Task Force, a far-reaching policy document was produced which outlines a coherent approach to educational development in the Caribbean region. As the document contains much that has relevance and validity beyond the Caribbean, and especially in small island states, COL has produced a generic version of the report for wider circulation. It is hoped that the conclusions and recommendations may provide a stimulus for critical reflection in other parts of the Commonwealth. (41 pages)

Perspectives on Distance Education: Quality Assurance in Higher Education. Edited by Prof. Prakash M. Deshpande and Dr. Ian Mugridge, 1994. Papers presented to a symposium on quality assurance (New Delhi, India; July 1994), including a commissioned literature review on quality assurance as well a series of articles written by experts in Australia, New Zealand and India. (105 pgs)

Open Schooling: Selected Experiences. Edited by Susan Phillips and Marmar Mukhopadhyay, 1994. A series of case studies on open schooling, together with a summary and conclusions. (175 pages)

Perspectives on Distance Education: The Funding of Open Universities. Edited by Dr. Ian Mugridge, 1994. A collection of case studies, based on papers prepared for the COL/International Council for Distance Education (ICDE) symposium on funding and costing of open universities at the Asian Association of Open Universities (AAOU) conference in Hong Kong (Nov. 1993). (122 pages)

Roles and Competencies in Distance Education. Prepared by Ms. Jennifer O'Rourke, 1993. This report is designed to be used by planners, policy makers and other decision makers who are instrumental in setting up and/or managing a distance education system, and who are planning for staffing and training needs. It provides guidelines on the basic tasks involved in managing a distance education programme and the staffing required to handle those tasks. (36 pages)

Perspectives on Teacher Education: Teacher Education in Science, Mathematics and Technical/Vocational Subjects (Report of a Round Table on Teacher Education convened by The Commonwealth of Learning in Vancouver, June 1992). Eighteen case studies. (193 pages)

Perspectives on Distance Education: Distance Education in Single and Dual Mode Universities. Papers presented to a Symposium on Reforms in Higher Education (New Delhi, August 1992). Edited by Dr. Ian Mugridge, 1992. (158 pages)