

Appendix 1: PARTICIPANTS

Australia	Mr Patrick Guiton	Director of External Studies Murdoch University
	Mr Jack Foks	Head, Victorian TAFE Off Campus Network
Britain	Dr Gaye Manwaring	Senior Lecturer Educational Technology, Dundee College of Education
	Prof. L.Haynes	Professor of Chemistry, Open University
Canada	Dr Barbara Spronk	Co-ordinator, Urban Studies, Athabasca University
	Mr Shannon Timmers	Research and Development, Open Learning Institute, British Columbia
India	Dr R.C. Das	Vice-Chancellor, Berhampur University
Malaysia	Prof. G. Dhanarajan	Deputy Director Off-Campus Academic Programme, Universiti Sains Malaysia
Mauritius	Mrs M. Seetulsingh	Director, Mauritius College of the Air
South Pacific	Mr A.I. Williams	Head, Distance Education, University of the South Pacific
Sri Lanka	Dr P.D. Gunatilake	Vice-Chancellor, Open University of Sri Lanka
Tanzania	Mr N. Kuhanga	Vice-Chancellor, University of Dar es Salaam
West Indies	Prof. G. Lalor	Pro-Vice-Chancellor, University of the West Indies
Zambia	Mr Richard Siaciwena	Head, Department of Corres- pondence Studies, University of Zambia
Association of Common- wealth Uni- versities	Dr A. Christodoulou	Secretary-General
United Nations University	Dr Keith Harry	Documentation Officer, Inter- national Centre for Distance Learning

International  
Extension  
College

Dr Solomon Inquai

Co-Director

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Education  
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Mr Peter R.C. Williams  
Dr V. Selvaratnam  
Dr Hilary Perraton  
Ms Betty Kiwanuka

Director  
Head, Higher Education Unit  
Education Officer  
Secretary

Appendix 2: PAPERS PRESENTED

Overview paper Hilary Perraton	DT/01
Training in distance education Hilary Perraton	DT/02
Costs, effects and efficiency of distance teaching for higher education Hilary Perraton	DT/03
Trends in distance higher education I Peter Raggatt and Keith Harry (Distance Education Research Group, Open University)	DT/04
International centre for distance learning - Documentation and information Dr Keith Harry	DT/05
Staff development in higher education in and/or through distance education Professor Lewis Elton (University of Surrey)	DT/06
New communications technology and distance education: Implications for Commonwealth countries of the South Dr A.W. Bates (Open University)	DT/07
Interstate co-operation in TAFE distance teaching in Australia J.G. Foks	DT/08
The Commonwealth role in distance teaching in higher education Dr V. Selvaratnam	DT/09
Victoria TAFE Network, Australia J.G. Foks	DT/11
Dundee College of Education, Britain Dr Gaye Manwaring	DT/12
University of West Indies Distance Teaching Experiment Dr. G.C. Lalor	DT/13
Murdoch University Patrick Guiton	DT/14
Universiti Sains Malaysia - Off Campus Studies Professor G. Dhanarajan	DT/15
University of the South Pacific - Distance Education Programme A.I. Williams	DT/16
Mauritius College of the Air adapted from Annual Report 1982/83 International Extension College	DT/17 DT/18
Solomon Inquai	
Distance education in India - present status and trends Dr R.C. Das	DT/19
The Open Learning Institute: Distance Education and Computer Technology Shannon Timmers	DT/20
The Open University, United Kingdom Professor L.J. Haynes	DT/21
Athabasca University and distance education in Canada: an overview Dr Barbara Spronk	DT/22
Distance Teaching in Zambia Richard M.C. Siaciwena	DT/23
The Open University of Sri Lanka Dr P.D. Gunatilake	DT/24
The Association of Commonwealth Universities and the Commonwealth Community of Universities	

Appendix 3: TIMETABLE

SUNDAY 6th			1600 Registration 2000 Opening session: P Williams and V Selvaratnam on meeting aims and purpose	
MONDAY 7th	0915-1230 Needs audiences methods: the state of the art of distance teaching - presentation by participants of country/institution experience (Papers DT/11-24)		1430-1700 Continuation of morning session followed by presentation of Overview (Paper DT/01) presented by H. Perraton.	
TUESDAY 8th	0915-1230 Software, information and course development (Papers DT/05 and DT/08) Training for distance education (Paper DT/02).		1430-1700 Working groups on information, training, material development 1700-1730 Plenary - report back	
WEDNESDAY 9th	0915-1230 Costs and cost effectiveness (Paper DT/03) Technical developments (Paper DT/07) V Selvaratnam: The Commonwealth role: future developments (Paper DT/09)			
THURSDAY 10th	0915-1230 Staff development (Paper DT/06 presented by Professor L Elton) Future developments		0915-1230 Staff development (contd)	1430-1730 Future developments
FRIDAY 11th	0915-1215 Working out the Commonwealth role in distance education (session attended by representatives of the Commonwealth Fund for Technical Cooperation and the Secretariat Medical Programme)			

Appendix 4: COSTS AND SUCCESS RATES IN DISTANCE TEACHING AT TERTIARY LEVEL

Table 1 sets out published data on the costs of distance teaching in tertiary education.

The fullest information about comparative costs comes from the British Open University where studies by Wagner (1980) and Horlock (1984) have compared costs for the periods 1971-79 and 1981-82. They are consistent in showing that the cost per graduate is lower than that for conventional universities. Horlock quoted 1982 conventional university cost per equivalent graduate at £11 541 (1984 US\$21 472) as compared with the figure of £7054 or £7157 (on two alternative methods of calculating the costs) (average 1984 \$13 219) for Open University graduates.

Two, much smaller, distance teaching schemes in Britain have produced figures for their costs. The Doncaster Institute of Higher Education course for the Institute of Quarrying is available both through correspondence and through attendance at the institute. Similarly the South West London College teaches business studies through correspondence or through part-time attendance at the college either during the day or in the evening. While the evidence from South West London has to be treated with care as it appears the production of course material has been under valued, the Doncaster figures, together with those from London suggest that very simple distance teaching projects relying on print without broadcasts, can reach a breakeven point at extremely small figures.

Calculations of the costs for open universities in the third world have been made for Costa Rica and Venezuela and figures, based on budgets, have also been produced for Everyman University Israel and the University of the Air in Japan. In the light of the figures from Costa Rica and Venezuela, Rumble concluded that such Open Universities with 10 000-20 000 students are 'probably critically balanced, in so much as their unit costs are on a par with or below those of campus based institutions ' (Rumble 1982, page 138).

The cost data from Athabasca University in Canada is difficult to interpret, as its teaching system is so different from that of other universities in Canada, but Snowden and Daniel concluded that the costs were probably broadly comparable with those of conventional universities in Alberta.

Table 1: Costs and success rates: distance teaching at tertiary level

Country, institution and date of studies a/	Type of project	Approx annual enrolment at time of study	Annual cost per student in US 1984 \$\$ b/	Capital included in calculations?	Measure of success	Rate	Comparison between costs of distance teaching and costs of orthodox education
<u>Britain</u>							
Open University 1971/79	Uni- versity	25 000	1 872	Yes	Graduates as proportion of final registration	54%	D/t cheaper per graduate produced than orthodox university
Open University 1981/82 c/	Uni- versity	20 000	n/a	Yes	as above	57%	Cost per graduate through OU 62% of cost per arts graduate at orthodox university, i.e. \$13 219 (OU) \$21 472 (CU)
Doncaster Institute of Higher Education 1977/78	Prof- essional qualifi- cation	75	1 193	No	Final examination passes as proportion of entrants to 3-year course	52%	D/t cheaper. Costs per graduate are: \$12 545 conventional \$7 566 d/t
South West London College	Prof- essional qualifi- cation	150	833	No	Final examination passes as proportion of entrants to 2-year course	35%	D/t cheaper than evening classes but dearer than dayrelease classes. Costs per graduate are: \$4 241 day release, \$4 764 d/t, \$6 268 evening classes.

<u>Canada</u>									
Athabasca University 1979/80 d/	4 400 e/	1 238	Yes	n/a	n/a	Costs are within the range of comparable Alberta conventional universities lower than that of small conventional university.			
<u>Costa Rica</u>									
Universidad Estatal a Distancia 1980	8 150 f/	1 038	Yes	n/a	n/a	Cost per student lower than at conventional universities. Cost per credit comparable with that of larger conventional university,			
<u>Israel</u>									
Everyman University 1978	8 000	1 266 g/	Yes	Graduates as proportion of enrolment	fore-cast 37.5%	Cost per graduate estimated \$9 582 compared with \$18 800-20 500 at conventional universities			
<u>Japan</u>									
University of the Air h/	7 000	1 922 g/	Yes	-	-	Cost per graduate will equal cost at private day universities, if 50% graduation rate achieved			
<u>Venezuela</u>									
Universidad Nacional Abierta 1980	13 400 f/	1 571	Yes	n/a	n/a	n/a			

NOTES

- a. Except where shown, this table is based on table 5 in Perraton (1982) where full references for data are given.
- b. Costs have been converted to June 1984 US\$, generally using the US Consumer Price index as a deflator.
- c. Horlock (1984)
- d. Using the figures for 1979/80
- e. Course enrolments
- f. Full-time equivalents
- g. Budgetted, not actual expenditure
- h. Muta (1984)

References

- J. H. Horlock (1984) 'The Open University after 15 years' (Paper read to the Manchester Statistical Society, 17 January 1984) (Mimeo)
- H. O. Muta (1984) The economics of the University of the Air of Japan (NIER, Tokyo) (Mimeo)
- H. Perraton (1982) The cost of distance education (IEC, Cambridge)
- G. Rumble (1982) 'The cost analysis of learning at a distance: Venezuela's Universidad Nacional Abierta' Distance education 3:2
- B. Snowden and J.S. Daniel (1980) 'The economics and management of small post-secondary distance education systems' Distance education 1.1
- L. Wagner (1980) 'Costs and effectiveness of distance learning at the post-secondary level' in Unesco (1980) The economics of new educational media Vol. 2 (Unesco, Paris)

## Appendix 5: TRAINING IN DISTANCE EDUCATION

The following are among the opportunities for training staff in distance education within the Commonwealth.

### Courses

South Australian College of Advanced Education (Smith Road, Salisbury East, South Australia 5109, Australia) offers a correspondence course, leading to a Graduate Diploma in Distance Education. No attendance requirement. First intake of students was from Australia but the course is available to students outside Australia as well. Contact: Head, External Studies. Fees: \$24 (but a quota applies and further groups of students, outside the quota, may be enrolled at \$1000 p.a.)

Dundee College of Education (Gardyne Road, Broughty Ferry, Dundee, DD5 1NY, Scotland) offers a Diploma in Educational Technology available at a distance. Attendance optional; those attending are eligible for a diploma from the Council for National Academic Awards (CNNA) while those not attending are eligible for a college diploma. Contact: Co-ordinator of learning resources. Fee: for UK-based teachers nil; for other UK applicants £300 p.a.; for overseas applicants £970.

University of Surrey (Guildford, Surrey, GU2 5XH, England) offers a course leading to a Diploma in the Practice of Higher Education. The diploma requires study at a distance of six modules of which one can be on distance education and one on individualised learning. No attendance requirement. Fee: £575. Contact: Course administrator (PHE), Institute of Educational Development.

University of London Institute of Education (Bedford Way, London WC1H 0AL) offers a 4-month residential course in distance teaching with particular reference to the needs of developing countries. The course is run jointly with the International Extension College. Contact: Administrative Officer, Department of Education in Developing Countries. Fee: £3100).

### Manuals

Open learning in action  
How to develop and manage an open  
learning scheme

Council for Educational  
Technology, 3 Devonshire  
Street, London W1N 2BA

Writing for Distance Education  
Administration of Distance-  
teaching institutions  
Practical research in distance  
teaching

International Extension College,  
Office D, Dales  
Brewery, Gwydir Street  
Cambridge CB1 2LV

How to develop self-instructional  
teaching

Open University, Walton,  
Milton Keynes, MK7 6AA

Training Teachers at a Distance

Commonwealth Secretariat