

Message from Sir John Daniel, Assistant Director-General for Education, UNESCO

聯合國教科文組織副教育總監鄧禮儒爵士獻詞



As many readers of this Newsletter will know, I have enjoyed a long association with the Open University of Hong Kong, and am thus pleased to further strengthen this relationship through involvement with CRIDAL. The principal focus of this association in the next few months will be the second Conference on Research in Distance and Adult Learning in Asia, for which I have accepted a kind invitation to be a keynote speaker. If you have not yet considered attendance at the conference, I would urge you to think seriously about enjoying the warm Hong Kong hospitality this coming June!

As you browse the contents of this issue of the CRIDAL Newsletter, you will appreciate the progress and achievements of the Centre over the past year or so, with respect to the completion of projects, the publication and presentation of research findings and the prospects for ongoing and future work. It is always a challenge for staff at a university with a small number of academics to find the time and energy to pursue research, and I congratulate the OUHK staff for their effort and accomplishments. I was also pleased to learn of the secondment of the CRIDAL Director, Professor Jegede, to a key post in the development of distance education in Nigeria, a vital project in terms of the future health of that nation's education system.

Another particularly pleasing feature of CRIDAL's progress is the continuing involvement of visiting scholars, especially those from mainland China. This mutually beneficial arrangement will do much to enhance research in the region and make a growing contribution to regional research output. Support for such ventures is always a problem, and the ongoing assistance from the Croucher Foundation is, I am sure, highly appreciated by the OUHK and the recipients.

So, enjoy reading this issue of the Newsletter. I thank you for this opportunity to contribute, and look forward to possibly seeing you at the Conference from 5th to 7th of June, 2002!

Sir John Daniel
Assistant Director-General for Education, UNESCO

Message from the Acting Director 研究中心署理總監序言



There have been quite a few changes, both permanent and temporary, since the publishing of the last Newsletter. First, regular readers will notice that this first page overview is coming from me and not Professor Jegede! As some of you will know, Professor Jegede recently headed off for a year's secondment to a key role in the further development of Nigeria's educational system, as National Chief Planning Officer. Having now been in the post of Acting Director for about three months, I can report that I am enjoying myself immensely and look forward to the rest of the year working with my new colleagues.

As you will see from further reading, we have a number of new staff in the Centre, including Dr. Namin Shin, Kirk Perris and Lettice AuYeung, along with our regular Croucher Visiting Fellows. This makes for a vibrant and keen team, who are eager to serve the University and engage in new and existing research projects. A number of new projects are now under way, and you'll find details of them inside the Newsletter, along with outlines of three projects which were successful in attracting support from the Research Grants Council here in Hong Kong, a significant step forward in our research efforts.

We are also eagerly looking forward to the second Conference on Research in Distance and Adult Learning in Asia, to take place in early June, 2002. Sir John Daniel has kindly agreed to be the main keynote speaker, and he will be joined by other keynote presenters: Professor Farhad Saba, Professor James Taylor, Professor Zhu Zhi Ting and Professor Marina Mdsaac. Please join us if you can for this event.

Dr. David Murphy
Acting Director, CRIDAL

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CRIDAL's vision is to

nurture and **enhance excellence** in research with a view

to become the **leader** in the **Asia-Pacific region**

in research in distance and adult learning.

遙距及成人教育研究中心的目標為**培養**及**發展優質研究**，

並致力成為**亞太區**研究遙距及成人教育的**卓越中心**。



CRIDALA 2002

第二屆亞洲遙距及成人教育 研究研討會

Theme: WWW.Research.ODL

Date: 5-7 June 2002

CRIDAL is pleased to be organizing and hosting the second Conference on Research in Distance and Adult Learning in Asia (CRIDALA) next year.

The Conference theme of "WWW.Research.ODL" has been chosen to draw attention to the need for research in the delivery and management of open and distance learning (ODL) and adult education in the virtual environment. The Conference aims to provide opportunities for participants from around the world to engage in discussion about how current and future research should be directed to enhance and advance the use of information and communication technologies (ICTs) in open and distance education, with specific focus on the following key areas:

- Researching ODL online
- Teaching and learning online

- Developing databases on and for ODL research
- Culture, community building and ODL research

Similar to the first CRIDALA, the CRIDALA 2002 will provide a unique blend of pre- and post-conference electronic discussions, with face-to-face plenary addresses, symposia and round-table discussions. Expert researchers in related fields will be invited to present keynote addresses both electronically pre-conference and face-to-face at the Conference. Provision will also be made to extend discussions through electronic roundtables after the Conference.

CRIDALA 2002 is designed for ODL practitioners, researchers, faculty members, and academic administrators in Asia and those from other regions of the world interested in improving their organizations' development of distance education through the World Wide Web. We anticipate that the Conference will contribute substantially to developing ICT and research skills of participants. It will also encourage distance learning researchers and educators in Hong Kong to collaborate with the best researchers in the region and the rest of the world.

The official Website for CRIDALA 2002 is:

<http://www.ouhk.edu.hk/cridal/cridala2002/>. Essential information about the Conference is also available there in Chinese, Korean and Japanese.

RESEARCH GRANTS COUNCIL PROJECTS

香港研究資助局研究項目

Three OUHK research projects submitted to the Research Grants Council (RGC) for allocation from the Earmarked Research Grant for 2001-2002 have been recommended for funding. Details of the projects are as follows:

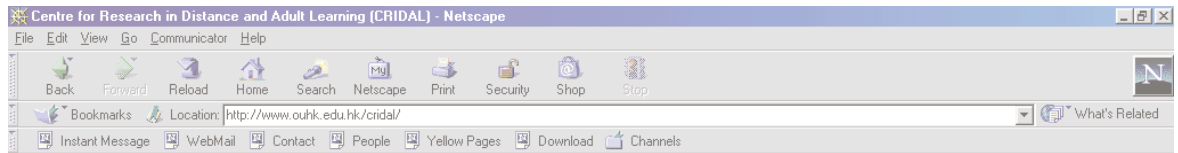
The relationship between self-schema, regulatory strategies and cultural factors in a virtual learning environment

虛擬學習環境中學生的自我概念、調整策略與文化因素的關係之研究

This project aims to investigate the relationships between Hong Kong university students' self-schemas, their self-regulated learning (SRL) and their cultural environments as they study through the virtual learning mode delivered

through Web-Based Instruction (WBI). Although the literature is replete with studies on self-regulated learning, especially with an active focus of research regarding students' academic learning, there is very little empirical research on how various self-schemas relate to SRL. If, as contained in the literature and as often cited by experienced teachers, affective dimensions of learning are as important, if not basic to, academic performance as content knowledge, it is imperative that emerging research into cognition should begin to shift focus to this important aspect of education. Virtual learning, especially through the Web, is becoming popular and looks set to be a dominant, if not mainstream, learning and teaching mode in the foreseeable future. Both traditional and open and distance education institutions of higher learning are embarking on it. While we know the linkage between SRL and students' academic achievements via the traditional face-to-face and print medium of instructions, the literature is scanty regarding studying through the virtual learning environment.

Given the contemporary fast-paced development with the Internet, the Web will become the primary learning environment for many courses, or as a supplement to



instruction delivered using other means and media. It therefore becomes critical that the learning environment provided through Web-based courses be subjected to investigation with a view to (i) ascertaining how learners embark on self-regulatory processes, and (ii) aiding instructional development and delivery on the Web. Additionally, the Web is being used for instructional and learning purposes with little regard for the cultural orientation of learners. Studies in cultural research have shown that the worldviews students hold influence classroom practice and ultimately meaningful learning. For students, such as those in Hong Kong, with worldviews different from the dominant one in which the technology of virtual learning operates, it might prove instructive to ascertain how their cultural orientations impact on their self-schema and SRL as they study via the Web. To date, no comprehensive study as proposed in this submission has yet been reported in the literature.

This study plans to examine the relationships amongst the three main variables listed above and to compare distance education students with their counterparts in traditional university settings in order to identify if differences occur in their self-schema and SRL as they learn. It is hoped that the results could inform instructional designers and developers, teachers, instructors, learners and indeed all those involved in educating people through the virtual environment on how to do this more efficiently.

The development, validation and use of a Distance and Open Virtual Learning Environment Scale (DOVILES) **開放和遙距虛擬學習環境量表的設計、驗證與應用**

This project aims to develop a Web-based protocol for measuring the distance and open virtual learning environment. The future of distance and open learning points to an increasing dependence on the creative use and development of new technologies. As learners are becoming more aware of distance and open learning and the potential to continue accessing knowledge and skills more easily through the Internet, the need for World Wide Web-based instruction (WBI) will continue to increase. Furthermore, the type, variety and quality of Web-based learning environment will become a serious issue needing critical examination. As the technologies of multimedia, distributed or network computing, artificial intelligence, and WWW continue to mature over the years, valuable tools for the delivery of instruction are emerging. Even though the field of Information and Communication Technology (ICT) is changing rapidly due to the fast pace of development, the indications are that the Web will become the primary learning environment for many courses, or as a supplement to instruction delivered using other means and media. It therefore becomes critical that the learning environment provided through Web-based courses be measured for a variety of purposes including evaluation, instructional design, assessment, learners' determination of adequacy of resources, etc. To date, no such instrument is available for measuring the Web-based instructional environment in distance and open learning.

Building on the Distance and Open Learning Environment Scale (DOLES), this project, will develop such an instrument to be called the Distance and Open Virtual Learning Environment Scale (DOVILES). Using students and a variety of selected Web-based courses, a Web-based instrument will be developed and trialed for use in measuring the learning environment provided for any resources on the Web. It is hoped that the results of this novel study in the area of WBI will contribute significantly to the literature on Web-based instruction and learning environment research, inform the quality of open and distance learning environments on the internet, and provide an indirect indications of the quality of course materials provided for students through Web-based teaching and learning.

Developing a Computer-Assisted Programme Selection Kit for School Leavers and Adult Learners in Hong Kong

香港中學畢業生和成人學習者網上選課量表的開發

With the increasing number of programmes in adult higher education targeting towards those who do not gain access to university through conventional means, these school leavers and adult learners also need effective guidance services in programme selection. However, no tools of psychological assessment have been developed exclusively for these people in Hong Kong. From literature review, although there have been several psychological tests for school leavers and adult learners in western countries, none of them could be implanted in Hong Kong because of the differences in economic structure, cultural background, educational system, and especially job market and linguistic characteristics. The purpose of this project is to develop the first self-directed psychological test for school leavers and adult learners in Hong Kong. The test intends to act as an effective instrument for school leavers and adult learners in selecting award-bearing higher education programmes. It is hoped that this comprehensive testing instrument can also become an important component of student support services in higher education institutions in Hong Kong.

It is expected that the outcome could produce personal profiles of school leavers and adult learners concerning their apparent and potential psychological characteristics and these profiles would be related to the award-bearing higher education programmes for school leavers and adults in Hong Kong. The proposed test could be published in online form with both English and Chinese versions and linked to the homepages of Hong Kong Hok Yau Club, Hong Kong United Youth Association, and higher education institutions in Hong Kong for all school leavers and adult learners to access at no charge.



PROJECT REPORTS AND RELATED PUBLICATIONS

中心完成的研究項目

Learning Activities, Aging and Expertise, and Metacognitive Knowledge of Older Adults in Hong Kong

香港長者的學習活動、認知能力及後設認知知識

The increase in life expectancy and changes in demographic structures have contributed to the emergence of an aging society in many parts of the world. Hong Kong is by no means an exception, with 15% of its total population of 6.7 million being 55 or older. It is estimated that this percentage will increase steadily to 20% by the year 2016. The rise of a graying society has forced us to reflect on the concept of adult education and the relevance of lifelong education to older adults.

This project has contributed to knowledge relating to the learning activities, aging and expertise, and metacognitive knowledge of the older adults in Hong Kong. Seven major topics were explored, including attitude towards learning, ability to learn, motivation for learning, learning preferences for different types of programmes, learning preferences for the contents of the programmes, learning preferences for study venues, and barriers to learning. Over 300 older adults aged 55 and above in 17 social centres for the elderly, selected using a stratified sampling technique, were surveyed. This study provided an understanding of the learning attitudes, motivation and preferences of the older adults in a Chinese context. The findings suggest that many elderly people hold positive attitudes towards learning and are interested in participating in various kinds of learning activities. It is hoped that this outcome can be utilized by open distance education institutions in developing programmes that assist and encourage older adults in their pursuit of lifelong learning.

An Investigation of the Problems Experienced by OUHK Students who are Prison Inmates

公開大學在囚學生的學習困難之調查

The major purpose of this project is to investigate ways in which the OUHK can make distance education more accessible for students who are prison inmates. Seven major topics were explored, including problems experienced, learning support received, motivation to learn, reasons for dropout from their programmes/courses, and required support from the OUHK. Both a questionnaire survey and interviews were conducted. The data were collected from the perspectives of inmate students, their tutors, their Course Co-ordinators, and Correctional Services personnel. The outcomes of this study can be utilized by open distance education institutions in offering effective distance learning that can answer the demands of the prison inmates in a learning society.

A full report to be distributed to the Correctional Services Departments in Shek Pik and Stanley Prisons has also been prepared.

CRIDAL PROJECTS IN PROGRESS

中心進行中的研究項目

East Asia Global Distance Education Network

The East Asia Global Distance Education Network is one of six regional sites of the Global Distance Education Network (<http://www-wbweb4.worldbank.org/disted/>). Leading distance education institutions, such as the Commonwealth of Learning in Canada, the South African Institute for Distance Education, the International Center for Distance Learning in UK, the Indonesian Distance Learning Network, and the Universidad Estatal a Distancia in Costa Rica, are participating in developing the Global Distance Education Network. The East Asia regional site is hosted and managed by CRIDAL here at the OUHK.

Sharing the mission of the Global Distance Education Network, the East Asia site will provide educators and policy-makers with comprehensive guidance concerning distance education. By doing this, this project serves three objectives:

- 1) to document how distance learning can be used in developing countries to solve local human resource development problems,
- 2) to gather information from relevant worldwide research and experience and to disseminate this knowledge widely; and
- 3) to foster international awareness, interest and involvement in using distance learning in support of economic development objectives, particularly for human resource development in rural and disadvantaged communities.

The outcome of this project will include multi-lingual Websites, covering the English, Chinese, Korean, and Japanese languages, with high quality distance education materials pertinent to East Asian context. To this end, the East Asia Editorial Board has recently been formed, with distance education specialists from Hong Kong, Mainland China, Taiwan, South Korea, and Japan.

You can visit the East Asia site at <http://www.ouhk.edu.hk/cridal/gdenet/>, and are welcome to contribute comments and materials.

Guidance at a Distance: Developing an Online Interest Inventory for Adult Learners at OUHK

公開大學學生網上選課興趣量表的設計和應用

With the rapid development in distance education, adult learners at OUHK have an increasing number of options about the programmes and courses to choose from. Coupled with this, the counselling service for adults in making academic choices is becoming more important. Our adult learners not only have to consider which programmes and courses will be most useful to their careers, but must also take their own apparent or potential interests into account. To enable our adult learners select courses that match more closely with their personal interests and career orientation, this project aims to develop the first online self-directed interest inventory for the potential and current students at OUHK. It is expected that the outcome could provide Hong Kong adults with personal profiles of their

apparent and potential interests in the OUHK programmes and courses available. Also, the interest inventory can potentially become a component of student support services in the university.

An 11-dimension 330-item inventory measuring interests, abilities and temperaments of Hong Kong people, was developed. These items were related to the study programmes currently available at OUHK. The construct validation of the inventory has been completed. A total of 28 psychologists and 22 career counsellors from the United Kingdom, Mainland China and Hong Kong were invited to examine the appropriateness of the format, language, and style of all items. 66 items were subsequently deleted. A test-retest reliability of 0.72 was obtained from a sample of 54 Form 4 students in Hong Kong. The split-half reliability of the inventory was 0.965, suggesting a high internal consistency. The next step of this project is to survey 1,200 students in 6 secondary schools in Hong Kong in order to identify interpretable constructs through factor analysis of all items.

The completion date of the project is August 2002.

NEW CRIDAL PROJECTS 中心主領的新研究項目

The Perception of Distance Educators and Learners about Web-Based Instruction (WBI) in Selected Asian Open Universities

亞洲開放大學遙距教育者和學習者對網路教學的觀感

With an exponential growth in information and communication technology, Web-based Instruction (WBI) has become an increasingly popular method for course delivery and maintenance. Asian government leaders and educators are attempting to rise to this challenge and take advantage of expanding opportunities. The leading open universities in Asia have started/planned to start investing heavily in Web-based instruction. Hundreds of Web-based courses have been introduced and many others are in the pipeline. Despite the popularity of Web-based courses, little research has been done on evaluating perceptions of on-line educators and learners from a comparative perspective. The purpose of this project is to conduct a comparative study of WBI in selected Asian open universities from the perspective of WBI

educators and learners. The method of questionnaire survey will be employed. A two-stage procedure will be followed in the collection of data. The first stage will be a survey of institutional profiles on WBI. All open universities in Asia having more than one year of experience in administering Web-based courses will form the population of the sample. One representative from each of these open universities will be selected to assist with data collection. The results will form the basis for the research in the second stage. Two questionnaires will be designed to investigate perceptions of distance educators and learners about WBI in selected open universities in Asia. It is hoped that the research will provide a better understanding of the current state and the problems of WBI in Asia. The results could be valuable for the OUHK and other open universities in the Asian region to develop more effective, efficient and user-friendly Web-based courses through experience sharing and lesson drawing.

Students' use of tutorial support at OUHK

香港公開大學學生使用導修支援的調查

The purpose of this project is to compare the ways in which students with different preferred learning styles make use of different methods of tutorial support systems, including conventional face-to-face tutorial, recorded voice-mail answers to FAQs, bulletin boards with answers to FAQs, electronic discussion groups for students (with input from tutor), e-mail discussion between students, Web pages that include discussion fields, and on-line conferencing. The key issue to be addressed is the ongoing need to investigate the ways in which technology can be used to deliver high quality, cost-effective tutorial support that will maximise the opportunities for quality autonomous learning.

The project will be conducted in two phases. In the first phase, the support structures currently used in OUHK courses will be investigated with appropriate data collection instruments. In the second phase, students' preferred styles of learning and their use of various support systems will be identified. Their attitudes, feelings, and beliefs about the provision will be monitored by questionnaire survey and interviews.

The outcomes of the project will be significant for both practical and theoretical contributions concerning the impact of open, technology-based teaching delivery on students who have different preferred styles of learning, an issue which has been recently acknowledged internationally as increasingly important.

Other Projects in Progress 其他進行中的研究項目

Project Title	Investigator/s
Management of Electronic mail in Open Distance Learning Environment	Prof. Olugbemiro Jegede
Open Distance Learning Environment in the Northwest Area of China	Prof. Olugbemiro Jegede, CRIDAL Mr. Hu Jun, Croucher Chinese visitor 2000-2001
Chinese Distance Learners in the Northwest Area of China: Characteristics and Needs	Dr. Zhang Wei-yuan, CRIDAL Mr. Hu Jun, Croucher Chinese visitor 2000-2001
The Use of Open and Distance Learning for Teacher Education at China Television Teaching College, a part of UNESCO Project on In-depth Study of Distance Education Activities in Teacher Training	Dr. Zhang Wei-yuan

CRIDAL'S MAJOR ACTIVITY DURING THE PAST YEAR

研究中心於過去一年的主要活動

Forum on the Future of the Regulation & Provision of Non-local Courses in Hong Kong (14 May 2001)

非本地高等及專業教育課程的規管與未來 發展



Registry), Ms Wong Wai-sum (Director of Hong Kong Council for Academic Accreditation), Prof. Terry Evans (Deakin University), Ms. Alison Goodliff (British Council Hong Kong) and Ms. Joanna Leung (IDP Education Australia, Hong Kong and Taiwan). In addition, representatives from employers, local partner institutions, graduates and students also made significant contributions.

The Forum was jointly organized by the Centre for Research in Distance & Adult Learning (CRIDAL) & Li Ka Shing Institute of Professional & Continuing Education (LiPACE). The idea of holding the Forum was born out of an Australian Research Council (ARC) funded project titled "Australian distance education in Hong Kong and Papua New Guinea: an investigation of the consequences of internationalising education" with Professor Terry Evans of Deakin University, Australia as Principal Investigator and Dr Richard Guy of the National Research Institute of Papua New Guinea and Professor Jegede as Associate Investigators.

Goals for the future of the registration of non-local courses in Hong Kong were identified. Moreover, suggestions were made to Government and regulatory



bodies on improvements of the Ordinance. Participants benefited from the diversity of ideas and information that emerged during the Forum. The Hong Kong government's input into the Forum was particularly well received.

Comments from Forum participants:

The Forum brought together a diverse group of stakeholders to discuss key issues on the regulation and recognition of non-local courses in Hong Kong and share views on possible future steps to improve services and quality of offshore education. Around 80 delegates from five different countries attended the Forum. The President of the OUHK, Prof. S. W. Tam gave the welcome address while the Vice President (Academic), Prof. Danny Wong gave the closing remarks.

A good representation of the stakeholder groups was invited to address the theme of the Forum from a local focus to an international perspective. They were: Mr. Raymond Young (Deputy Secretary of Education and Manpower Bureau), Ms. Michelle Li (Principal Assistant Secretary of Education and Manpower Bureau and Registrar of Non-local Courses

"The Forum was proof of how research and practice interrelate, and how research is capable of bringing together individuals and nations to generate knowledge and develop skills and attitudes on a global plane."

"Key presentations by keynote speakers (are best aspects of the Forum)."

"Presentation giving overview of the future trend in education regulation in Hong Kong."

"The Forum was worthwhile."

"Thank you to the organising committee for a most enjoyable conference."

"Well done with the forum—very good."

CROUCHER CHINESE VISITORSHIP

裘槎基金《中國內地來訪學者計劃》

2000-2001

Mr. Hu Jun 胡軍

Mr. Hu Jun, Associate Professor of Ningxia Radio & TV University, was the third Croucher Chinese Visitor received by CRIDAL. He completed the first three months of his visit in May and returned in November for a second visit.



During his six-month visitorship at the OUHK, Mr. Hu has been collaborating on two research projects relating to the applications of information communication technologies in the development and delivery of distance education. He worked with Professor Olugbemi Jegede on a project titled *Open Distance Learning Environment in the Northwest Area of China*. He modified the questionnaire on Open Distance Learning Environment Scale developed by Professor Jegede and adapted it to context of Mainland China. For the project with Dr. Zhang Wei-yuan titled *Chinese Distance Learners in the Northwest Area of China: Characteristics and Needs*, Dr. Zhang and Mr. Hu designed and finalized an instrument in Chinese that measures the characteristics and needs of distance learners in the Northwestern part of China. Data collection for both projects was completed. Joint papers are being prepared for publication.

Mr. Hu will stay in CRIDAL until February 2002. He is planning to present a seminar to the OUHK staff on outcomes of his research projects around January 2002.

2001-2002

For the period 2001-2002, the OUHK was granted an additional Chinese visitorship by the Croucher Foundation. This extended support promotes scholarly activities and exchanges between the OUHK and Mainland universities.

Mr. Jiang Guozhen 蔣國珍

Associate Professor, Institute of Distance Education, China Central Radio & Television University

Mr. Jiang reported his duty at CRIDAL in November 2001 for his first period of visit.

Mr. Huang Hexiao 黃河笑

Associate Professor, The Shanghai Television University

Mr. Huang will visit the OUHK in April 2002.

Visiting Fellows

客席研究員

Three international visiting fellows were attached to CRIDAL during the past year:

- **Ms. Jayati Roy,**
Senior Lecturer/Co-ordinator, English Department, Universiti Teknologi Mara, Malaysia.
Period of visit: 19 December 2000 to 19 January 2001.



- **Professor Asha Kanwar,**
Indira Gandhi National Open University (IGNOU), India.
Period of visit: 2 January 2001 to 29 January 2001



Both Ms. Roy and Professor Kanwar received the OUHK Visiting Fellowship (2000) award to visit the OUHK under the AAOU staff exchange scheme.

- **Mr. M. Monzur-E-Khoda Tarafdar,**
Registrar, Bangladesh Open University, Bangladesh, had a four-week Commonwealth of Learning Visiting Fellowship (2001).
Period of visit: 19 March 2001 to 19 April 2001



International and Mainland Visitors

國際及內地訪問學人

- Ms. Gao Shuting,
Institute of International Education, Stockholm University, Sweden
- Prof. Kimio Kondo,
National Institute of Multimedia Education, Japan
- Prof. Babalola Borishade,
The Honourable Minister of Education, The Federation Ministry of Education, Federal Republic of Nigeria and his team
- Ms. Zhong Zhou,
Department of Educational Studies, Oxford University, United Kingdom
- 6 delegates from Zhongshan University
- 9 delegates from the Peking University
- 3 delegates from National Education Examinations Authority, The Ministry of Education, China
- 4 delegates from Yunnan Radio & Television University
- 3 delegates from Zhuhai Institute of Social Science

PUBLICATIONS

Publications by CRIDAL staff (October 2000 - September 2001)

研究中心人員的著作及論文

CRIDAL continues to develop and enhance its reputation as one of the leading research centers in adult and distance learning in the region. The work of our established researchers is often recognised and cited by the wider academic community. In the past year, a total of 19 publications were published:

Books:	2
Book Chapter:	1
Referred journal articles:	8
Proceedings:	6
Conference papers:	2

Seminars & Workwhop (October 2000 – September 2001)

學術研討會及工作坊

OUHK SEMINARS		
Speaker(s)	Topic	Date
Ms. Gao Shuting	Popular Adult Education through Distance Mode in Sweden	2 November 2000
Ms. Jayati Roy	Distance Education in Malaysia: Critical Issues	11 January 2001
Prof. Kimio Kondo	Inter-university Satellite Network in Japan	16 January 2001
Prof. Asha Kanwar	Issues in Course Development: The IGNOU Experience	19 January 2001
Mr. M. Monzur-E-Khoda Tarafdar	The Strategic Implementation of New Technologies for Open Education at Bangladesh Open University	17 April 2001
Prof. Alan Broadaway Dr. Jie Shen	An Overview of Information Technology in an UK University with Specific Reference to Learning Technology	30 May 2001
Dr. Rachel Forsyth	Developing and Supporting Online Learning in a Traditional UK Polytechnic University	21 September 2001

WORKSHOP		
Facilitator	Topic	Date
CRIDAL	Workshop for Senior Management and Programme Leaders on "Integrating Research Outcomes into ODL Practice at the OUHK"	16 October 2000

Welcome to new staff

Dr. Namin Shin joined CRIDAL in August as a research fellow. She had earned her doctoral degree from the Pennsylvania State University, with a dissertation entitled "Beyond Interaction: Transactional Presence and Distance Learning." She received her master's degree in the field of adult and lifelong education, with the thesis "A study on the perspectives on adult learners within the critical paradigm of adult education" at Seoul National University. Before joining CRIDAL, she worked with Dr. Michael Moore at the American Center for the Study of Distance Education. Dr. Shin's interest in distance education came along with her involvement in Korea National Open University, where she worked in the Division of Planning at developing strategic planning and for promoting the University. Her academic interests in distance and adult education include socio-historical understanding of distance education, the liaison between distance education and lifelong learning, interpersonal relationships in distance education settings, adult learning theories and practices, and human-media interface.

Mr. Kirk Perris joined the research team at CRIDAL in the beginning of September for a one-year term. He will be working on two research projects: "The perception of distance educators and learners about Web-based instruction in selected Asian open universities" and "Students' use of tutorial support at OUHK".

Kirk earned his Master's degree in Education from the Ontario Institute for Studies in Education of the University of Toronto. He worked there as a research associate from April 1999 to August 2001 in the field of distance education. Research interests focused on Knowledge Building theory in K-12 and health care environments, facilitated by Knowledge Forum® (a computer supported intentional learning environment) under the direction of Professors Marlene

Scardamalia and Carl Bereiter. He has also worked in science education, building multimedia cases of exemplary science teaching. This work was under the direction of Professors Erminia Pedretti, Larry Bencze and Jim Hewitt.

Ms. Lettice Au Yeung is the Research Co-ordinator at CRIDAL. She holds a M. Phil. degree in cognitive psychology. Her main research area was information processing and reading comprehension of computer-mediated texts. Prior to joining CRIDAL, she held various research positions in both academic and business settings. Lettice developed an interest in Web-enhanced teaching and learning when she was previously involved in a UGC project at the Hong Kong University of Science and Technology which primarily aimed to promote the educational uses of the Web in the university. She played a role as a researcher and project co-ordinator and also took part in the instructional development work in some Web-based courses.

STAFFING	ACTING DIRECTOR:	Dr. David MURPHY
	DIRECTOR:	Professor Olugbemiro JEGEDE (on leave)
	SECRETARY:	Ms. Anna S. M. LEE
	RESEARCH CO-ORDINATOR:	Ms. Lettice L. H. AUYEUNG
	CLERICAL OFFICER II:	Ms. Eva W. K. CHAN
	RESEARCH FELLOWS:	Dr. Wei-yuan ZHANG Dr. Namin SHIN
	RESEARCH ASSOCIATE:	Mr. Kirk F. PERRIS
	RESEARCH ASSISTANT:	Ms. Elaine C. Y. KWOK