A Research Agenda for ICDE —

a Report of the Specialist

Working Group/Task Force

on Research

March 2001
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Working Group/Task Force

on Research

By

Olugbemiro JEGEDE

Facilitating institutions and their representatives:

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<tr>
<th>Professor Olugbemiro Jegede</th>
<th>Associate Professor Glen Postle</th>
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<th>Professor Nthabiseng A Ogude</th>
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1.0 Introduction

The 1999 meeting of the International Council for Open and Distance Education Standing Conference of Presidents (ICDE-SCOP), held from 10-12 October at the Open University of Hong Kong (OUHK), recommended that a Specialist Working Group/Task Force on Research and an ICDE Research Network be established (see Appendix A). Professor S. W. Tam, President of the OUHK and principal host of the meeting, offered his institutional support for these initiatives.

2.0 Establishment of the Task Force

2.1 The Centre for Research in Distance and Adult Learning (CRIDAL) of the OUHK was assigned the responsibility, by the President of the University, for implementing the decision of the ICDE-SCOP on the Task Force on Research. Professor Olugbemiro Jegede, the Director of CRIDAL, accepted the role of the Task Force Manager, and managed the implementation and convened all the associated meetings.

2.2 A general invitation was sent out on 28 January 2000 to the membership of ICDE calling for expressions of interest in joining the task force. The closing date for receiving responses was 29 February. The aim was to select from respondents a small number of volunteer institutions to join a group identified by the ICDE-SCOP (OUHK, VTC of Hong Kong, USQ and Technikon SA) to develop research priorities and strategies for the ICDE. We expected to have not more than 12 institutions on the Task Force. However, positive responses were received from 15 institutions and organisations, as follows:

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1 ICDE-SCOP is an international forum for inter-institutional cooperation, partnership building, networking, strategic development and capacity building. It provides a forum for participating institutions to strengthen their competitive advantages for the new global environment and market place in open learning and distance education. For ICDE, SCOP is also the operational structure for developing ICDE initiatives and activities of an institutional and strategic nature.
1. Professor Jaap Tuinman, President and CEO, Open Learning Agency, Canada V5G 4S8
2. Professor Vladimir Demkin Tomsk State University, Russia
3. Professor A C Bawa, Deputy Vice-Chancellor (Academic), University of Natal
5. Dr Peter Weber, Universitaet Lueneburg, Fernstudienzentrum, EuroStudyCentre North-West Germany
6. Professor Mike Thorne, Vice Principal, Napier University, UK
7. Professor Ulrich Bernath, Centre for Research in Distance Education, Carl von Ostsietzky Universitaet, Oldenburg
8. Professor Felix Librero, Vice Chancellor, Research & Development, University of the Philippines Open University
9. Professor Maxim Jean-Louis, President & CEO, Contact North, Ontario, Canada
10. Dr Joan Capper, HDNED, The World Bank, Washington, DC, USA
11. Professor H P Africa, Vice-Chancellor, Vista University, Pretoria, South Africa
12. Professor Maria Amata Garito Direttore del NETTUNO, Italy
13. Dr Judith Calder, The Open University of the UK
14. Dr Janet K Poley, President, The American Distance Education Consortium (ADEC)
15. Professor Antoni Riu, Head, Research Programmes, Open University of Catalonia, Spain

Facilitating Institutions/Committee

16. The Open University of Hong Kong (Professor Olugbemiro Jegede)
17. The University of Southern Queensland (Assoc. Professor Glen Postle, Distance Education Centre)
18. Vocational Training Council, Hong Kong (Mr. Hong-Yi Ip, Information Technology Training and Development Centre)
19. Technikon SA, South Africa (Professor Nthabiseng A Ogude, Dean of Academic Research)
3.0 Main tasks for the Task Force

As stated in Appendix A, the main responsibilities of the Task Force primarily included:

1. Formulating policy and a suggested format for the creation of an ODL research community.
2. Defining the Open and Distance Learning (ODL) research agenda.
3. Defining appropriate membership of multi-disciplinary research teams relevant to various types of research projects.
4. Suggesting the modalities for establishing project teams (possibly regional) with institutional support that are interested in developing applications for funding for specific projects, and
5. Identify potential sources of funding e.g. World Bank, ADB, APEC, SEAMEO, EDEN, AT&T (cf Global Learning Initiatives), ICDE.
6. Suggesting ways to establish an electronic discussion group / list serve (e.g. RESODLAA) for enhancing communication between researchers.
7. Suggesting ways to establish an online database for research on ODL (hosted by an institution and linked to the ICDE Homepage).
8. Suggesting ways to establish a Research Network presence at all ICDE events e.g. Regional and World Conferences, SCOP meetings etc.

4.0 Meetings and discussions of the Task Force

Two major meeting modes were used to accomplish the objectives of the Task Force. A web-based discussion and a Listserv discussion were held. These allowed wide participation across the ICDE membership, the participating and facilitating institutions and the entire open and distance education community worldwide.

4.1 Web-based discussion

A web site was created for the discussion. The URL for the web site is http://www.ouhk.edu.hk/cridal/icdetaskforce
Each participant and facilitator was given some instructions regarding how to access the website including the password to use. Before the e-discussion actually began, each participant was advised to review the summary report of the ICDE-SCOP meeting as well as the first message posted by the Task Force Manager.

The discussion took place from 8 May to 9 June 2000. The weekly discussion was structured as shown in the table below. Each representative of the facilitating institution hosted the discussion for a week, while Professor James Taylor was invited to be the expert facilitator. About 30 contributions were received.

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<tr>
<th>Dates</th>
<th>Issues for Discussion</th>
<th>Facilitator</th>
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<tr>
<td>8 May</td>
<td>- Opening message by the Task Force Manager</td>
<td>Professor Olugbemiro Jegede</td>
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<td>Director, CRIDAL</td>
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<td>Week 8-12 May</td>
<td>- Create an ODL research community</td>
<td>Professor Olugbemiro Jegede</td>
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<td>- Define the ODL research agenda</td>
<td>Director, CRIDAL</td>
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<td>- Define appropriate membership of multi-disciplinary research teams relevant to various types of research projects e.g. Technology Enhanced Learning (esp. Online) Market research / business models / cost-effectiveness Note: Cross-cultural issues etc. (a general dimension)</td>
<td>The Open University of Hong Kong</td>
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<td>Week 15-19 May</td>
<td>- Define appropriate methodologies and associated instrumentation for undertaking research in specific areas of interest - Establish project teams (possibly regional) with institutional support that are interested in developing applications for funding for specific projects</td>
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<td>Centre Director</td>
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<td>Week 22-26 May</td>
<td>- Identify potential sources of funding e.g. World Bank, ADB, APEC, SEAMEO, EDEN, AT&amp;T (cf Global Learning Initiatives), ICDE - Establish an electronic discussion group / list serve (e.g. RESODLAA) for enhancing communication between researchers</td>
<td>Assoc Professor Glen Postle</td>
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<td>Week 29 May – 2 June</td>
<td>- Establish an online database for research on ODL (hosted by an institution and linked to the ICDE Homepage) - Establish a Research Network presence to all ICDE events e.g. Regional and World Conferences, SCOP meetings etc.</td>
<td>Professor Nthabiseng A Ogude</td>
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<td>Dean of Academic Research</td>
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<tr>
<td>Discussion items Week 5-9 June</td>
<td>- Wrap-up of e-discussion by the Task Force Manager</td>
<td>Professor Olugbemiro Jegede</td>
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<td>Director, CRIDAL</td>
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4.2 Listserv-based discussion

A mailing List, ICDERSTF@majordomo.ouhk.edu.hk, was created and made freely accessible to all ODL practitioners, experts and researchers from all parts of the world interested in contributing to the discussion. This Listserv complemented the web-based discussion which did not generate much activity. The announcement of the Listserv and invitation to subscribe was posted on a number of major ODL-based discussion groups around the world. These include DEOS-L@LISTS.PSU.EDU, aedmod@fcae.acast.nova.edu, WWWDEV-request@LISTSERV.UNB.CA, odlaaemb@usq.edu.au, kmr@hub.col.org, abcd@acu.ac.uk, AERA@asu.edu, gdenet@hub.col.org, narst@ttc-mail.coe.uga.edu. About 154 people subscribed to this round of discussions that lasted for 6 weeks.

5.0 The discussion

To kick-start the e-discussion some questions, which were essentially a rephrasing of some of the issues that Professor James Taylor had highlighted in his report, were provided. They included the following questions:

• Why is it that research does not rank high in many practitioners' and institutions' priorities?

• Do future developments of ODL require a co-ordinated effort to establish a research agenda?

• Who should establish a research agenda and for whom?
• Is there room for individual-based research as well as a centralised co-ordinated thrust?

• Can and should ICDE provide a focus for an internationally based research push?

Furthermore, some contributions attempted to provide a general overview of the state of research in ODL, what the future appears to hold for research and the trends in research in ODL.

6.0 Summary of outcomes

6.1 Paucity and quantity of research in ODL

6.1.1 Distance education is not a new phenomenon; it has been in existence in one form or another since the 19th century. While activities in distance education have focused mainly on course development and teaching, a relatively smaller amount of attention has been given to research.

6.1.2 Research is a significant aspect of human curiosity and its inclusion in our ODL practice and delivery has obvious advantages and consequences. Compared with research in conventional mode education, research in open and distance education is not as pervasive, or as rigorous. Coldeway (1990) suggested three reasons for this:

• the field of open and distance education is comparatively young and therefore requires time for maturity and for it to influence practitioners and all areas of distance education practice;

• open and distance education providers and practitioners are often overwhelmed by the sheer volume, complexity and variety of activities involved in the provision of education at a distance. As a consequence, the time is not always available to address issues relating to research; and
6.1.3 As a result, distance education research is often regarded as not being planned, conducted, and or reported in a systematic manner.

6.2 Criticisms of ODL research


6.2.1 Many experimental research projects in ODL do not display rigour in their design. They do not control for extraneous variables, sampling techniques are not appropriately applied, and there are often external and internal threats to validity and reliability.

6.2.2 Many generalise beyond the limited number of subjects and beyond the specific environment.

6.2.3 Very often cultural, linguistic and other environmental factors are never taken into consideration.

6.2.4 Few studies are concerned with teacher and tutor support.

6.2.5 Few studies addressing how students learn are based on current learning, pedagogical or psychological theories.
6.3 Lack of an explicit philosophical paradigm

Some ODL experts claim that lack of an explicit philosophical paradigm driving distance education research has led to a lack of clear direction and poor research design and focus leading ultimately to a paucity of quality ODL research. Yet, the choice of learning and teaching strategies, instructional design, and the development, production and delivery of instructional materials using any form of communications technology or a multimedia approach require that empirical evidence be generated to support their educational significance.

6.4 Significant contributions made

It must be mentioned, however, that in spite of the problems which open and distance education research has faced over the years a number of practitioners have made very significant contributions to extend the frontiers of knowledge in ODL. Several workers in Norway, Sweden, Germany, USA, Canada, Australia and the UK, to mention but a few, have made some contributions.

6.5 Emerging signs

There are signs of positive change. Within the past decade more ODL experts and researchers have emerged to give ODL research a boost. Many reputable first class ODL electronic and hard copy journals are now published around the world, and doctoral studies in ODL are becoming commonplace. As a result, some practitioners are also calling for priorities in ODL research agenda.

6.6 Research concentrations

An analysis of the literature on the types of research being done in ODL reveals some interesting trends. For the purpose of this report Professor Jegede carried out a survey of over 50 journals in or related to ODL and education worldwide from 1995 to the present. Some of these periodicals have been listed in section 6.2 above.
With regard to methodologies applied to ODL research as published in these periodicals, it was revealed that the majority of the papers fall under the descriptive methodology (41%), while the experimental studies amounted to 15 per cent of all the publications examined (see Figure 1 below).

**Figure 1: Distribution of ODL Research by Methodologies**

When the articles were examined according to the research areas, it was found out that technology-related research studies were most popular (49%), while research into management issues made up only 2 per cent as shown in Figure 2 below.

**Figure 2: Distribution of ODL Research by Areas/Concentrations**
7.0 Recommendations

The following recommendations have been derived from the two discussions held and personal communication with some contributors.

7.1 Policy & creation of ODL research community

7.1.1 The ODL community, and especially ICDE which is the global association with the most comprehensive spread of practitioners, experts and researchers, must include research as a matter of policy in its activities. Providing an organised focus for research in ODL would (i) signal to the world that ODL has not just arrived in the mainstream but is backed by inquiry and empirical evidence to inform practice and guide future courses, (ii) enhance ODL credibility, (iii) help to assure quality from an empirical point of view, and (iv) attract more researchers, graduate students and funding.

7.1.2 The trend for the future of ODL is research. A number of ODL institutions are already taking steps to include research as part of their activities while a few, such as OUHK, USQ, Carl von Ostsietzky Universitaet and IGNOU have established a special unit/centre dedicated to research in ODL. ICDE should create a group of experts and practitioners to assist other institutions interested in following this laudable trend.

7.1.3 At every ICDE World meeting, a Special Interest Group on Research should be given prominence and support for research-related activities, as identified by SCOP or its nominated experts.

7.1.4 ICDE should identify and earmark, as a Research Centre of Excellence, any research centre or ODL university which is working towards distinguishing
itself or has distinguished itself in research in adult, open, distance and lifelong learning.

7.1.5 ICDE could consider creating a post (such as Vice President - Research) in its executive ranks to boost research. Such a post should be charged with a number of responsibilities which might include the creation of an all-inclusive ODL research community, identifying research trends, conducting workshops, undertaking consultancy on research for ICDE, and raising funds to support research by the membership of the association. Members would be invited to compete for such funds.

7.1.6 With regard to funding research, ICDE should launch a Research Foundation. Corporate members of ICDE from business and industry, international agencies such as the World Bank, UNESCO, UNDP, COL, ADB, APEC, SEAMEO, EDEN and public spirited individuals should be encouraged to make regular generous donations to this Foundation to support competitive research bids as mentioned in 7.1.5 above.

7.1.7 We are aware that in 1995, at the Birmingham conference of the ICDE, AT&T made a donation of US$1 million to ICDE to support research. It would be informative for the membership of ICDE to be told what has happened to this donation, whether it is a one-off or continuing, and what projects have been supported through this fund - and their outcomes.

7.1.8 It is an open secret that ideas in an organisation do not grow without firm support from management. If the management of an ODL organisation or institution does not favour research, the staff in such an organisation will not consider it important or worthwhile. Perhaps as an example to itself and others, the Executive Council of ICDE and SCOP should ensure that regular workshops or special
sessions are held to encourage, advise and assist SCOP members who wish to entrench research in, or enhance the research culture of their organisations.

7.1.9 To this end, ICDE should consider establishing an ICDE Electronic Resource Workbench (ICERB) for SCOP members to provide an easy access to research-based resources, databases, web-sites and global knowledge networks in ODL. The web-based environment could also be used for many things including an administrative clearing house, and management support services.

7.1.10 Preliminary work has been carried out by CRIDAL on the establishment of an ICDE workbench. Further development could be embarked upon if funding is made available.

7.2 ODL Research Agenda

7.2.1 Defining a research agenda could be tricky. First, it may give an erroneous impression that an association such as ICDE has got the licence to define an agenda for practitioners and researchers all over the world. Second, it may provide researchers with a wrong impression of the ‘what’, ‘why’ and ‘direction’ of research in ODL. Third, it may infringe on the academic freedom of researchers and institutions.

7.2.2 However, a research agenda specially defined and restricted to the activities of ICDE taking advantage of the growing number of experts and researchers within the organisation, should be promoted as a guide to research in ODL.

7.2.3 Given the current rapid developments in ODL, the blurring of the division between ODL and traditional higher education institutions, and the emerging
competitions from for-profit online providers of education, it is imperative that an ICDE research agenda should be strategic, and add value to institutional policy formulation and reviews. It should also serve to develop sustainable capacity-building environments within institutions, countries and regions, provide additional functional and relevant new knowledge to make ODL more accessible, quality-oriented, democratic and empowering to individuals and communities.

7.2.4 With the above assumptions in mind, we list below a possible research agenda focusing mainly on selected areas of research which are topical and of use to the practice of ODL. These are by no means exhaustive, nor are they prioritised.

7.2.4.1 new and emerging theoretical or conceptual frameworks to guide the shift in ODL and its activities
7.2.4.2 flexible delivery approaches (online, virtual and web-based) to instructional design and delivery
7.2.4.3 implementing and managing a revolutionary web-based ODL by institutions
7.2.4.4 professional development issues for target groups (e.g. teachers/tutors/managers/designers) in implementing flexible delivery
7.2.4.5 contextual, situated and focused research on learning environments with specific reference to cultural, linguistic and geopolitical factors, and the level of industrial, technological and economic development
7.2.4.6 enquiry that illuminates ODL issues especially those which affect the developing world such as reaching the yet unreached, meeting the unmet demand, what access means in different contexts, retention and drop-out rates
7.2.4.7 cognition, metacognition, and how to design and present information which OD/adult learners can process meaningfully
7.2.4.8 learning styles, teaching styles and the use of particular technologies
7.2.4.9 effects of the use and interactions of multiple technologies, platforms and structuring languages (e.g. HTML, XML, SGML, MML, SMIL, TML - see Page 21 for the full names of these acronyms).
7.2.4.10 the role, use and effectiveness of digital or electronic libraries; the digital divide and its effects in perpetuating development imbalance in the world, within countries and within institutions

8.0 Membership of multi-disciplinary research teams

8.1 Multi-disciplinary research teams should be a natural evolution in ODL simply because the practice and realities of providing instruction at a distance necessarily involve teams.

8.2 Hence, multi-disciplinary research in ODL should adopt a slightly more inclusive meaning than in the traditional face-to-face mode of education.

8.3 To this end, all segments of ODL should as far as possible be taken into consideration when research projects are being conceived or implemented. It is quite conceivable to have research projects in which those who work in the Registry, Human Resources and other non-academic units could make significant contributions.
9.0 Modalities for establishing project teams

9.1 The need to establish project teams in suitable circumstances should not in any way jeopardise individual's research or affect the desirability, necessity or worth of research undertaken by individual academics.

9.2 The basis for establishing project teams could be collaborative, co-operative, or mentoring and could be intra- or inter-institutional, intra- or inter-regional. It could even be global depending on the aim and design of the research.

9.3 What would be effective is team-based research projects which benefit from the synergy of expertise, cultures, environments and institutions all galvanised towards the realisation of a common goal.

9.4 Team-based research projects which facilitate a collaborative association of researchers from the developed and the developing world, leading to capacity building and information sharing should be favoured as a major direction for the future.

9.5 Greater benefits would accrue if the projects were developed from scratch to execution by all those involved, enabling a ‘learning-by-doing’ environment especially for those who are new to ODL, new to educational research or from the developing parts of the world.

10.0 Ways of establishing a Research Network presence at all ICDE events

It must be recognised that not all ICDE events should or could have a research network presence. However, as a way to demonstrate the important role now assigned to research by ICDE, as far as possible, all its activities global, regional, local,
open to all membership or restricted to ICDE membership should attempt to include a research focus.

10.1 ICDE should encourage and favour the selection of research-based papers for presentation at its meetings.

10.2 Special Interest Groups for Research should be formed and encouraged to meet at all meetings of ICDE.

10.3 ICDE should support and fund special conferences by ODL researchers or research institutions which are of benefit to the generality of ODL practitioners.

10.4 ICDE should support the development of databases of researchers and experts in ODL. We recognise that CRIDAL at the Open University of Hong Kong has developed the first database for Asia (www.ouhk.edu.hk/cridal/cridata). As a beginning, ICDE may wish to explore the possibility of supporting the CRIDAL database development with a view to making its content available to all ODL practitioners, experts and researchers globally.

10.5 ICDE should establish a professional research oriented e-discussion group that will take a leadership role in the discussion of issues with wide currency relating to life-long, life-wide, and life-enhancing education. The e-discussion website should be linked to the ICDE homepage or situated within it.

10.6 Establishing an electronic discussion group by ICDE will definitely enhance communication between researchers and facilitate collaboration across the various regions of the world, sectors, and levels of education.

10.7 In addition, it will provide an avenue to hear the voices of those who have been silent, marginalised or disadvantaged. The ICDE Research discussion group will be the only one of
its kind with a real global focus on research in a virtual environment.

11.0 Conclusion

11.1 Open and distance education has undergone tremendous evolution through bouts of doubt, ridicule, and rejection at various stages of its history to its current mainstream acceptance as a viable alternative and cost-effective mode of education complementary to the face-to-face mode. The emergence and catalytic development of new information and communication technologies, telecommunications and computer technology has globalised ODL, and made it attractive, commercial and competitive.

11.2 While the first and second generations of ODL did little to entrench and foster the development of research in any organised fashion, and at best used it to embellish the provision of distance learning, the currently emerging third generation of ODL cannot and should not push aside research to its own detriment. As has been said in some circles, the future of ODL belongs to research.

11.3 ICDE needs to embrace research as a potent instrument for informing practice. It can also be used to buttress the argument for the academic rigour of ODL.

11.4 For the future practice of ODL, research and engagement in it might be one of the most important characteristics distinguishing quality ODL institutions and products from those emergency so-called online or virtual institutions which have no roots in pedagogy and inquiry.

11.5 ODL is essentially about the best way to design and develop instructional packages, to communicate instruction, to interact with learners and provide support, to assess learning and to disseminate information in a knowledge-based society. The key to all these is definitely research.
11.6 The promotion of research and the harnessing of its potential for ICDE and its members’ professional, academic and logistic activities is essential for the continued recognition of ODL worldwide.

11.7 The cost of neglecting it will be too great to contemplate and will leave ICDE wondering W(hat) W(ent) W(rong) in these days of the World Wide Web of research.

Full names of the acronyms used in Section 7.2.4.9

- HTML = Hypertext Markup Language
- XML = eXtensible Markup Language
- SGML = Standard Generalized Markup Language
- MML = Math Markup Language
- SMIL = Synchronised Multimedia Integration Language
- TML = Tutorial Markup Language
12.0 References


Jegede, O. J. & Tam, S. W. (February, 1998). A framework for professional and academic networking and collaboration amongst distance and open education providers within Asia Proceedings of the Collaborative and Networked Learning Conference organised by Indira Gandhi Open University, New Delhi, pp. 41-44.

Jegede, O.J. (1992). A distance education research agenda: a survey of expert opinions from developed and developing countries. Book of Abstracts for the 16th World Conference of the International Council for Distance Education held in Bangkok, Thailand, 133.


Appendix A: Report of Theme 3 at the ICDE-SCOP 99 Conference
ICDE-SCOP99

Report from Chief Facilitator of Theme 3: The Potential of Research for Improving Quality in Distance Education

by

Prof. Jim Taylor

PROPOSITION FOR ACTION: Research

1. Recommendation

ICDE SCOP 99 recommends that efforts be made to establish the ICDE Research Network.

2. Proposed mechanism for action

Establish a specialist working group / task force to develop a strategic plan for research in ODL under the banner of ICDE. The working group / task force be led by a volunteer with institutional support (e.g. Professor Olu Jegede, CRIDAL, HKOU) and representatives from:

- USQ
- Technikon SA
- HK Vocational Training Council

Note: Invitations to participate to be forwarded to all delegates at SCOP 99

3. Aims of the Research Task Force

3.1 Create an ODL research community
3.2 Define the ODL research agenda
3.3 Define appropriate membership of multi-disciplinary research teams relevant to various types of research projects e.g.
   - Technology Enhanced Learning (esp. Online)
   - Market research / business models / cost-effectiveness
   Note: Cross-cultural issues etc. (a general dimension)
3.4 Define appropriate methodologies and associated instrumentation for undertaking research in specific areas of interest
3.5 Establish project teams (possibly regional) with institutional support that are interested in developing applications for funding for specific projects
3.6 Identify potential sources of funding e.g. World Bank, ADB, APEC, SEAMEO, EDEN, AT&T (cf Global Learning Initiatives), ICDE
3.7 Establish an electronic discussion group / list serve (e.g. RESODLAA) for enhancing communication between researchers
3.8 Establish an online database for research on ODL (hosted by an institution and linked to the ICDE Homepage)
3.9 Establish a Research Network presence to all ICDE events e.g. Regional and World Conferences, SCOP meetings etc.

4. Present a progress report at the SCOP 2000 meeting
Appendix B: Website for the e-discussion
Support Group:

International Council for Open and Distance Education
Task Force on Research

Welcome to the e-discussion forum of the ICDE Task Force on Research. As you may be aware, it was decided at the 1999 ICDE-SCOP meeting which held from 10-12 October at the Open University of Hong Kong that a Specialist Working Group/Task Force on Research be established to develop a research agenda and advise on related matters. This e-Forum is to implement this decision.

For the next four weeks, we shall discuss all the major outcomes of the ICDE-SCOP 99 as contained in the recommendations of the Chief Facilitator of the session on Research. The ICDE-SCOP99 Report from Chief Facilitator of Theme 3: The Potential of Research for Improving Quality in Distance Education by Prof. Jim Taylor is here. The full report is here.

Enter Discussion Forum

Hosted By: CRIDAL, The Open University of Hong Kong
Task Force Manager: Prof. Clugbemiro Jegede, Director, CRIDAL
Appendix C: The Task Force Discussion Forum
Appendix D: Listserv setup for the Task Force
To: WWWDEV-request@LISTSERV.UNB.CA
From: Professor Olugbemiro J Jegede <jegede@ouhk.edu.hk>
Subject: ICDE Taskforce e-discussion on ODL research agenda
Cc:
Bcc:
Attached:

Dear Colleagues,

Good day to you.

The International Council for Open and Distance Education (ICDE) at its last Special Conference of Principals and Chief Executives in October 1999 decided to initiate discussion through a taskforce on formulating policy and to suggest a format for the creation of an Open and Distance Learning (ODL) research community. A taskforce consisting of representatives from 25 ODL institutions worldwide has commenced work. Several items such as defining ODL research agenda, and defining appropriate membership of multi-disciplinary research teams relevant to various types of research projects are to be discussed.

A Listserv [ICDERSTF@majordomo.ouhk.edu.hk] has now been created for the purpose. As ODL practitioners and researchers the taskforce members think that you may be interested in participating in this online discussion. And of course who else should ICDE consult if not those who might eventually use the agenda and the outcomes of the taskforce for their research and practice. Let me therefore have the privilege to invite you to subscribe and contribute to shaping ODL research agenda for the 21st century.

To subscribe to the Listserv, please do the following:

Send the message 'subscribe' as content to this address:
You do not have to include anything on subject line.
icderstf-request@majordomo.ouhk.edu.hk

Thank you very much.

Olugbemiro