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A DESCRIPTION AND ANALYSIS OF COURSE DEVELOPMENT PROCEDURES AT THREE DISTANCE EDUCATION INSTITUTIONS

by

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ABSTRACT

The purpose of this study was to describe, compare and analyse course development procedures at the British Open University (BOU), the Open Learning Institute (OLI), and Universitas Terbuka (UT) in order to determine ways of improving the UT course development system.

In order to provide comparable descriptions of the three course development procedures, a generalised framework was created. This framework dealt with the major categories involved in any distance education institution and consisted of five categories: curriculum design, format design, preparing course outlines, preparing course content, and editing, revising, and approving course materials.

Information was obtained primarily by conducting interviews and reviewing literature. Information about BOU's systems relied almost exclusively on literature review and correspondence.

The three institutions' course development systems were described by using the generalised framework. Then the descriptions were compared and

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analysed category by category. The apparent strengths and weaknesses of each institution's procedures were discussed to identify whether there existed ways of improving the course development system at UT. Some recommendations for the course development system were given which are expected to improve the present system being used at UT.

There are many strengths to the BOU and OLI course development systems. However, only some are suitable for UT's present situation. These suitable points were stated in the recommendation section.

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To my dearest father and mother
who care for me so much

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CHAPTER I. INTRODUCTION

Background

It is stated clearly in the constitution of Indonesia that each citizen has the right to obtain an education and that the government has the obligation to provide it. One of the major educational problems in Indonesia is the increasing number of senior high school graduates who cannot obtain a place at a higher education institution. The capacity of the universities and institutes is limited. According to the latest statistical report, the number of senior high school graduates in 1985 was about 600,000 students (Suparman, 1985). It is predicted that this number will increase to about 1.1 million graduates by 1988/1989. At that time, the absorptive capacity of the higher education institutions will only be between 400,000 to 450,000 students, which means that about 700,000 senior high school graduates would not be able to obtain places in the higher education institutions.

A feasible alternative to solve or reduce this problem is to use distance education. Thus, the government decided, after considerable study, to

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establish a distance education university. The new university is called Universitas Terbuka, and it was inaugurated by the president of Indonesia, Soeharto, on September 4th, 1984.

One reason for choosing distance education to solve the above problem is that a distance education system is able to serve a large number of students. Secondly, the capital cost is less to establish one distance education institution than to build new conventional universities. Finally, distance education makes it possible to provide equality of educational opportunity to all Indonesian citizens. Many people cannot attend the conventional universities because of socio-economic, physical disability, and geographical reasons. It is important to note here that Indonesia is an archipelago. The President stressed in his inaugural address:

> Due to the wide and scattered archipelago Universitas Terbuka is an appropriate response to the need of increasing equality of opportunity to the higher education. (Suparman, 1985, p. 2)

The consequence of using the distance education system is that Universitas Terbuka must develop its own

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course materials because none are available. Like most of the distance education institutions, course materials are prepared, designed, and developed to meet local language and curriculum requirements. Course materials are the tools to bridge the gap between the institution and students. Distance education courses throughout the world usually rely mainly on print materials. In addition to the print materials, UT also uses audio tape, television and radio programs. Despite some common practices, each distance education institution prepares and develops its own course materials somewhat differently from the others. Since UT is a new university, it can profit from the comparisons with different approaches in preparing and developing course materials. Based on these considerations, the writer came to a decision to conduct a comparative and analytical study of course development systems of three distance education institutions.

Problem

The purpose of this study was to describe, compare and analyse course development procedures at

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the British Open University (BOU), the Open Learning Institute (OLI), and Universitas Terbuka (UT) to attempt to determine ways of improving the UT course development system.

Universitas Terbuka was established to serve a large number of students. The target students are new senior high school graduates, people who live in remote areas, and mature people who have some reason for not being able to attend the conventional universities.

These target groups have different needs and demands, so UT has to develop many different courses to fulfil their needs. Since the university was inaugurated in 1984, more than one hundred thousand students (120, 000) have enrolled to take courses. Many courses have been developed and more are being developed. The present course development system, accordingly, should be reviewed in order to make it as efficient and effective as possible. The simplest and the most efficient system possible should be applied to handle the next phase in developing courses, since UT has to develop many more courses in the near future.

One way of doing this is by looking at the course

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development systems in developed institutions such as the British Open University and the Open Learning Institute. This will involve describing, comparing, one to another, category by category and analysing to see the weaknesses and strengths of each system. Then, UT can compare the described course development systems to its system.

The Significance of This Study

It is very important for UT as a new distance education institution to know how the developed institutions prepare and produce their course materials. UT can look at and take advantage of the experience of other institutions experiences in developing their courses. Thus, UT can take advantage of experiences elsewhere to improve its own system. UT can then identify whether ways exist to improve its system. UT need not make the same mistakes twice.

The institutions considered in this study are the British Open University, the famous institution in England, the Open Learning Institute, which some say is the best distance education institution in Canada, and Universitas Terbuka, the biggest distance education

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institution in Indonesia. The descriptions and the summaries of the cross analytical study will provide useful information to identify ways of improving UT's system if it is needed. At the very least, this study will provide information about course development systems of three distance education institutions.

Limitation of This Study

This study is limited to comparing and analysing course development system of three institutions. It does not attempt to deal with other aspects of the institution such as administrative structures, legal considerations, staff and student demographics, and so forth. In analysing the three systems, the weaknesses and the strengths of each system are highlighted. But strictly speaking, this study is not an evaluative study. It is intended to identify ways of improving the UT course development system by looking at the highlighted points of each of the three systems.

A limitation in obtaining needed information was that the writer could not conduct direct interviews and direct observations in all institutions. He was able to visit OLI and UT, but had no opportunity to visit

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BOU to collect the information first hand. Thus, the information about the BOU course development system is based on the literature and on correspondence.

Definition of Terms

For the purpose of this study, the following definitions of terms are used:

* Distance education is used to refer to the various forms of study at all levels in which students are not under the continuous, immediate supervision of teachers, but nevertheless benefit from planned print and non-print materials and other modern media. (Holmberg, 1983, p. 6)

* Course development is the activity of planning, preparing, developing, and producing distance education course materials, both print and non-print. Course development is only one of a number of major activities in distance education institutions.

* Curriculum means an overall set of activities required to complete an academic programme. The

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curriculum is divided into a number of courses each of which is taken separately. The listed courses in a curriculum are also provided with syllabi. Each academic programme consists of several courses. The complete set of the courses with their syllabi is called a curriculum.

* Academic programme refers to the streams of academic study that will lead students to achieve their intended objective. UT has several academic programmes such as Economics, Business Administration, or Biology. Some of the academic programmes are at the undergraduate programme level, and D2, some are in Akta V programme level. Programme level at UT is the same as a programme at BOU and OLI.

* Module is self contained learning material that consists of the text, course materials, directions, exercises, self-tests and keys, and the criteria of the assessment system. A module at UT is called a unit at OLI and BOU. A course may consist of several modules or units.

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* Course is a self-contained unit of study that students have to enroll in to complete their academic programme. A course consists of modules at UT or units at OLI and BOU. A programme, such as a degree programme, consists of a number of courses.

* Course blueprint is the outline of one course. It consists of a description of what the course content will be, the objectives, the method of presenting the materials, some suggestions as to which media to use, and the resources needed to prepare the course.

* Course content is the subject matter of the course.

* Course format is refers to the layout, type setting, booklet design, and other course elements such as cassette tones. An important aspect of course format is the standardized way in which modules or unit are presented.

* A course designer is a person who designs the layout and type setting of a course. In addition, at OLI, a

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course designer, who may also be called an instructional designer, manages the development of a course. At UT, they call a course designer 'pengembang program' or editor; he does not design the instructions of the course as at OLI. At BOU, this person is called an instructional technologist.

* An editor is a person who edits the course manuscript before it is printed. An editor may be the same person as the course designer at OLI and UT.

* An instructional designer is a person who designs the method of presenting the course content through distance. This function may be performed by a course designer.

* A course writer is a person who writes the course outline, course content, and other supplementary materials. The course writer is a subject matter expert.

* Consultant is a content expert of one subject or one profession. The course writer consults this expert

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while writing the course content, or the consultant will review the manuscript later.

The Organization of the Study

Chapter I introduces the study, describing the problem, background, and limitations. The definition of terms that are used for the purposes of this study are also provided.

Chapter II provides some information on distance education. Alternative definitions are examined as well as the characteristics and roles of distance education. The nature of the distance education institution is discussed here by comparing it to conventional institutions.

Chapters III, IV, and V provide brief histories of the three institutions and, more importantly, descriptions of their course development systems. The descriptions cover curriculum design, format design, preparing the course outlines and course content, and the final stages of editing, revising, and approving.

In chapter VI, a cross analytical study is conducted. Every stage of the three institutions' course development system is compared one to another.

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The strengths and the weaknesses of each system are highlighted. The results of the comparisons are summarized stage by stage.

Chapter VII provides a summary of the study as well as its conclusions and implications.

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CHAPTER II. DISTANCE EDUCATION

What is Distance Education?

> The term "distance education" covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which nevertheless, benefit from the planning, guidance, and tuition of a tutorial organization. (cited in Sewart, 1983, p. 6)

As Holmberg (1983) says in this definition, the separation of teacher and learner and the influence of educational organization in planning and preparing the learning materials are the main foundations of distance education. These points also illustrate the distinction between conventional and distance education programs.

There are other terms found in the literature that have some similarities with distance education. They are correspondence study, home study, independent study, external studies, and distance teaching. 'Correspondence study' is one type of distance education that is based only on printed materials.

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Students are not supported by other technical media.

'Home study' is another term that indicates the separation of teachers and learners. This term is used widely in the United States of America (USA). However, when the American universities that use distance education systems formed an association, they chose the term 'independent study' instead of 'home study'.

'Independent study' then is the term used in higher education in the United States of America. As Wedemeyer (1983) provides the definition:

> Independent study in the American context is a generic for a range for teaching-learning activities that sometimes go by separate names (correspondence study, open education, radio-television teaching, individualized learning) In several European countries such systems are clustered under the term distance education or are still perceived as separate programmes without any basic, generic relationship. (cited in Sewart, 1983, p. 28).

The meaning of 'independent study' here appears almost identical to distance education as defined earlier. The emphasis of independent study is that the teachers and learners do their tasks independently. But independent study need not separate the learner and

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teacher as is the case with distance education. Independent study became more popular in America after considering 'home study' as unsuitable as a generic term for the wide range of teaching-learning activities. Thus 'independent study' is a definition used in the United States and 'distance education' in some countries in Europe, Canada, and Asia.

'External studies' is used in Australia to indicate that the teaching-learning activities are outside but not separate from the university. Students study their learning materials at home and they are supported by tutors and some technical media such as audio/video records or radio/television programmes. The external students (who use the distance education system) are given the same learning materials, assignments, and tests as the on-campus students (who study on campus in face-to-face lectures). The external studies students are also called 'off campus' or 'distance education students'.

'Distance teaching' or 'teaching at a distance' is the term used in the British Open University. Distance teaching is only half of the distance education practice. It needs distance learning, so

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'distance education' is the most suitable term to describe this learning system.

This conclusion has been strengthened by Rowson-Jones (1974) now that 'distance education' has been extended beyond Europe and has already gained wide acceptance in Canada and Australia (cited in Sewart, 1983, p. 30). The reason for this is that the meaning of distance education covers a much wider scope than the other terms mentioned and, as a term, is now widely accepted.

Characteristics of Distance Education

Sewart (1983) summarized the essential characteristics of distance education as follows:

> 1. the separation of teachers and students.
> 2. the influence of educational organization especially in the planning and preparation of learning materials.
> 3. the use of technical media.
> 4. the provision of two-way communication.
> 5. the possibility of occasional seminars.
> 6. participation in the most industrialized form of education. (p. 15)

The first characteristic of distance education is the separation of teachers and students. This is the main

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characteristic of all forms of distance education. This differentiates distance education from all forms of conventional learning that use face-to-face contact. As a consequence, students at a distance have to be provided with pre-produced course materials. These can be print or non-print materials or they can be a combination of the two such as printed modules with audio or video recording, with television/radio programmes, or with experimental kits.

The second characteristic of distance education is the influence of the educational organization. The courses are constructed and developed by the personnel of the educational organizations who work together with course writers. The educational organization influences the learning materials especially in planning and preparation. This influence can be seen when the institution develops and produces the needed course material, plans the curriculum and writes course outlines or blueprints, units or modules, test items, and all other related learning materials. This characteristic also differentiates distance education from conventional education, because in conventional education, learning materials typically are not

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developed by the institution.

The third characteristic is the use of technical media such as print and non-print materials. These are arranged by the course writers for individual and independent study. The students study at home alone or with their study group using the printed materials. To bridge the gap between students and course writers or tutors, other media may be needed. These can be letters, telephone lines, television, radio, audio/video recording, computers, experimental kits, or teleconferences. These aids enable students to more easily understand their learning materials. The extent and kind of media used vary widely from institution to institution.

The fourth characteristic of distance education is the provision of two-way communication. This communication takes place between students and course writers or with tutors. The medium frequently used in this two-way communication is correspondence. Recently, telephone or audio/video recording have become popular. The two-way communication makes course writers and tutors accessible to the students. Tutors also use the two-way communication to give comments and

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advice on their students' assignments. Communication can be initiated by students or by tutors.

The other form of communication takes place in presenting the course material itself. The subject matter is arranged by the course writers as they 'talk' in print with their students. It is frequently written in colloquial style and with a personal flavour. For example, a course writer writes "I" or "we" to refer to himself and writes "you" to refer to the students. These interactions are indirect conversations between course writers and students. Their conversations can be real or simulated. The two-way communication is really one of distance education's characteristics and it decreases the distance education students' loneliness in studying.

The fifth characteristic is the possibility of occasional seminars and meetings. In some institutions, after students study their course materials at home, they are given opportunities to join periodic seminars or meetings with their tutors, other students, or their course writers. They can ask questions and discuss their lesson at this time.

Periodic meetings have an additional importance.

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Students are given a chance to make friends and form study groups. This is a time when distance education students can socialize and meet tutors and course writers in an informal setting.

The sixth characteristic of distance education is participation in the most industrialized form of education. Peters (1983) makes the point this way:

> Distance education is a method in imparting knowledge, skills and attitudes which is rationalised by the application of division of labour and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialised form of teaching and learning. (cited in Sewart, 1983, p. 6)

In preparing and developing the learning materials, institutions use technical media to produce high quality learning materials. Many people are involved in producing, storing, marketing, and distributing the course materials.

All of the characteristics that have been discussed here make clear the distinctions between

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distance education and all other forms of educational systems.

The Roles of Distance Education

There is no doubt that the need for distance education at a higher educational level is crucial internationally. In developing countries, the increasing number of senior high school graduates make clear the need for more places in higher education institutes. It is almost impossible to build more conventional universities to solve this problem because of the lack of funds and experts to run them. The only possible alternative is to use distance education.

In developed countries, distance education is also needed. Although some countries such as the United States have enough conventional universities or colleges to serve all senior high school graduates, they still need distance education to serve the working people who cannot leave their jobs or others such as the disabled who cannot come to a campus.

As discussed above, the United States of America and other developed countries also need distance education to serve their citizens. Keegan (1980)

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predicts that there will be a technological take over. It is likely, he claims, that most homes will have videoreceivers and minicomputers by the year 2000. He believes that people will prefer to study in front of their videos or computers.

It is because of these roles that distance education is needed worldwide. Distance education can fulfil many people's needs, such as:

1. Senior high school graduates. In some countries, these graduates cannot get places in conventional universities because the universities' capacities are limited. Distance education is the only answer to this problem, because it can serve greater numbers of students. This problem exists mostly in developing countries.
2. Adults who want education on their own terms. Some adults do not like to enter conventional universities because they are reluctant to follow the universities' regulations and bureaucracies. They prefer to study at home in their own time and at their own speed.
3. Working people who cannot leave their daily

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work. These people could be teachers, labourers, or clerks who have no time to study in conventional universities. They might have shift work or they might not have replacements to cover their absence from work.

4. People who have difficulties in attending conventional universities. They may be physically handicapped or housewives who have to take care of their children.
5. People who are prevented from entering conventional universities for other reasons. They can be residents in isolated areas where universities are located far from home. They may not have enough money to live in the city. They may also be people who have missed their opportunity to attend university because of their failure to pass the entrance test.

Distance education has a special potential for large scale education. Through the distance education system, more people can be educated. More people will have opportunities to obtain their education based on their own choices. By establishing distance education,

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it is also expected that governments may be able to help prevent the young senior high school graduates from becoming riot makers in the society. It is too dangerous to let them remain jobless. Since they cannot gain admission to university or obtain jobs, distance education with its roles is a possible answer to this problem.

The Nature of Distance Education Institution

Distance education institutions can be distinguished from conventional institutions in a number of ways. Firstly, in distance education institutions, the course writers as teachers prepare the course materials. They never teach their target students in face-to-face interaction. They write the materials as they 'converse' in their minds with their students. The instructional and course designs may be prepared by other personnel in the institution. Special skills are needed to do these tasks; the teaching becomes institutionalized. During their preparation and after the course materials are produced, many people will read and criticize them.

In essence, society becomes a controller for the

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quality of the learning materials because, unlike in the conventional education, it is public knowledge how a teacher teaches his distance education students. In contrast, the success of teaching in its conventional form often depends on the face to face teaching-learning interactions a teacher can build up with his students. The distance education teacher does not have this opportunity.

Secondly, the teaching-learning process in conventional education is usually defined by the presence of the teacher in front of the students. The teacher teaches and the students learn from their teacher. If students have problems, they can ask their teacher directly. In distance education, there is no guarantee that the learning process will occur after the learning materials have been sent to the students. The institutions have to determine how to link the students to the learning materials so that they want to initiate the learning process and become interested in learning the course materials. The institutions and course writers have to make the learning materials useful, attractive, and suitable to the students' demands. If it is possible, the writing style has to

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be 'readable' so the students feel reluctant to put down their course materials.

Thirdly, the registration system in distance education is usually very flexible. For example, in some institutions the candidate student can register his name at a place close to where he lives. In others, anyone is allowed to register in distance education. The British Open University, for example, accepts all applicants who are 21 years old or over; they do not have to have senior high school diplomas. In other countries, distance education universities only receive the applicants if they have senior high school diplomas.

A university that uses a full distance education system (open system) will accept all applicants whenever and wherever they register their names to take courses. The students do not have to worry about student limitations, because distance education has the potential for a great number of students; class size is not a problem. They do not have to come to the main office of the institution because they can register either at the regional centre nearest their home or through the mails. Nor are they limited by semester

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and annual registration systems as in conventional universities. In these institutions, they may have to meet other requirements such as providing recommendations from their previous school or the possession of a high-standing diploma. They may also have to pass the admission test that is held by the university and register only after they are accepted. In some conventional universities, the applicants have to compete to secure a place in the university, because the capacity is very limited. In some cases, they also formally have to come themselves to the main office of the university to register.

The registration management system in a distance education institutions is very different from the conventional university registration system. The number of the students in distance education is sometimes in the thousands and the registration can be at any time or any place when and where the students want, thanks to the computerized registration process. The institutions create a special registration form and manual for students to ease the processing of student data. The main identification of the students is the student number. It can be that some students' names

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are the same, but it is impossible for students to have the same registration number.

Fourthly, in conventional education the learning materials are not developed by the institution. Students use commercially available textbooks which they can buy in bookstores. Some of the learning materials can be developed by the teacher, but these are used only in that teacher's classes.

In distance education the learning materials are developed or purchased by the institution. After developing the learning and the supporting materials, they have to be stored in a warehouse before being distributed them to the students. Course production and warehousing are the 'kitchen' of distance education. Course materials are planned , developed, produced, and distributed from these sections. Course distribution usually uses physical and electronic distribution systems such as: post offices, courier services, radio and television broadcasting, cable television, telephones, newspapers, and satellites. Post office and courier services work very closely with distance education, even in some countries like Indonesia.

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Fifthly, the examination system is related to the registration system. If registration is done every semester or every year, examinations will be done every semester. If the registration is really open, students are allowed to take examinations whenever they want. An examination system is important in distance education because the examination results will establish the institution's credibility. The examination is also crucial for students as a terminal point for their learning. The institutions have to process the students' records efficiently, so the students can get feedback quickly and remain motivated. It is also urgent for student to re-register for the next courses. In some institutions, unfortunately, examination turn around time is slow because the examination centres and the student addresses are widely scattered.

The process of sending examination from the examination centres to the main office and the results from the main office to students' addresses can take a long time. Another problem is that some students give the wrong identification so the identification process on the computer does not run smoothly. This problem

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rarely happens in conventional education, because students are relatively smaller in number that in distance education. The examinations are also held on the campus, so it is easier to manage. The teacher can submit the examination results one week after the examination.

Sixthly, distance education institutions frequently provide tutorials for their students. The institutions have to choose tutors and counsellors to help students in learning. Students can initiate two-way communication with their tutors or with their counsellors. They can discuss their learning problems or their private problems with their tutors. The institutions also may provide periodical face-to-face tutorials or periodical teleconferencing tutorials and the fixed schedules are distributed to students.

Seventhly, not all distance education activities are necessarily done in the main office; some of them may be done far away. Thus, as at UT, regional centres are built to help the main office serve students. Regional centres conduct some distance education activities such as registration, course distribution,tutorials, learning centres and local

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library provision, and holding examinations. Regional centres are the representatives of the main office to serve students in their regions and are responsible to the main office.

Course Development in Distance Education Institutions

The separation of teacher and students in a distance education system forces the institution to use special media to carry out its instructions. The most important medium in delivering distance education instructions is print. This applies to conventional correspondence study as well as to highly sophisticated multi media presentations (Holmberg, 1981). The additional media used in presenting distance education courses are radio, television, audio and video cassettes, and film strips. These additional media are also intended to support the print materials and to give motivation to students. All these media are prepared by the institution. (Athabasca University in Canada purchases some of its course materials). Langer et al. (1974) say that the print materials are designed to become accessible and intelligible texts

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and are based on four 'dimensions' of text characteristics. These are simplicity of sentence structure and vocabulary, structure and cohesion, succinctness and relevance, and additional stimulation. (cited in Holmberg, 1982, p. 22).

The institution has to find course writers who have been familiar with the characteristics of distance education students or at least are aware that they are writing self study courses; writing a textbook is very different from writing a distance education course. In dealing with course development, the institution can use different approaches. Smith (1980) classified the course development approach into five models. They are:

1. the course team model,
2. the author/editor model,
3. the author/faculty model,
4. the educational adviser model,
5. the intuition model. (p. 61)

The institution can choose one of these models in developing its courses. The choice is based on the situation and condition of the institution itself. The model is usually modified by the institution to suit

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its condition and needs.

The roles of course development in distance education are very important. The learning materials as the main component of distance education are designed, prepared, and revised until the courses are ready for self and independent study. The provision of the course materials is one of the most important activities in distance education institution. The offered courses, obviously, have to be supported with course materials, so students can start their learning activities.

In comparing and analysing the three institution course development systems, the writer used a generalized framework for distance education to control and to guide the process. The intended framework is as shown below.

GENERALISED FRAMEWORK FOR DISTANCE EDUCATION

COURSE DEVELOPMENT SYSTEM

I. Curriculum Design

1. Who decides on the overall curriculum?

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2. How is this decision made?
3. Who decides a certain course will be developed?
4. How is this decision made?
5. By whom and how is the schedule for developing a given course arranged and approved?

II. Format Design

1. What is the appearance of the course materials the student receives?
   a. Is the format a single book or several separate books?
   b. What is the type face, typewriter or typesetting?
   c. What is the unit or chapter format? (eg. Introduction, Text, Questions, Exercises).
   d. What materials are provided in addition to print?
2. By whom and how was the course format decided?
3. Why was this format chosen?

III. Preparing the Course Outline

1. Who is involved in preparing a course outline?

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2. How are they chosen?
3. What are their roles?
4. How do they prepare a course outline?
5. How are media chosen?
6. Who approves a course outline?

IV. Preparing the Course Content

1. Who is involved in preparing course content?
2. How are they chosen?
3. What are their roles?
4. How do they prepare course content?
5. How do they prepare non-print materials?
6. How are test items prepared and by whom are they prepared?
7. How do they arrange their schedules?

V. Editing, Revising, and Approving

1. Who is involved in editing and revising?
2. What are their roles?
3. How do they edit manuscripts, by hand or by computer?
4. How do they revise course content?
5. How do they prepare and edit graphs,

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illustrations, and pictures?

6. Who approves course content?
7. Who authorizes materials as being ready for printing?

This chapter has attempted to provide the reader with a basic understanding of what distance education is and how it functions. Although, as noted, distance education institutions have a number of complex and integrated functions, this study is concerned primarily with the preparation of course materials. The next three chapters will describe the course development systems of three distance education institutions by using the generalised framework for distance education course development system provided in this chapter.

The succeeding chapter will discuss and compare every stage of the three institution course development procedures. Finally, the summary of this study will be provided in the last chapter.

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CHAPTER III. BRITISH OPEN UNIVERSITY

A Brief Description of BOU

The British Open University is a university that teaches students at a distance in Great Britain. Instruction is given through a combination of print materials, tutorials, radio, television, and computer; students have the freedom to study in their own homes.

The idea of establishing the British Open University originated with the Robbins Report (1963) on Higher Education. This idea was supported by Harold Wilson and Jennie Lee, Prime Minister and Minister of Education respectively. The Advisory Committee tried to convince the government of the merits of the concept of the Open University. In September 1967, the Planning Committee was appointed by the Secretary of State for Education to settle the detailed plan of the Open University under the chairmanship of Sir Peter Venables. Finally, the plan of development of an Open University was accepted by the government in 1969 and it was given support to go ahead. A Royal Charter for the Open University was formally presented to the university by Sir Godfrey Agnew, Clerk of the Privy

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Council on 23 July 1969. (Perry, 1977)

Since the university offered its courses for the first time, a total of 180,000 people have registered as undergraduates of the university. In 1983, there were 65,000 undergraduates at various stages of their degree studies. By 1983, more than 57,000 students had gained a BA (Open) and nearly 9,000 of them have acquired an honours degree. (The Open University, 1983)

The British Open University offers three programmes. They are:

1. the Undergraduate Programme. Students are studying for a Bachelor of Arts degree
2. the Continuing Education Programme. Associate students are studying for a diploma or certificate.
3. the Higher Degree Programme. Most students in this programme are registered part-time for one of the university's three research degrees of Bachelor of Philosophy, Master of Philosophy or Doctor of Philosophy.

The Undergraduate Programme is located in six faculties: Arts, Educational Studies, Mathematics,

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Science, Social Science, and Technology. Each faculty offers various disciplines, as shown in table 1.

Table 1

Faculty	Disciplines
Arts*	Literature, Philosophy, History, Fine Arts, Music, History of Science.
Educational Studies	Psychology of Education, Sociology of Education, Curriculum Planning, Educational Administration.
Mathematics**	Pure Mathematics, Applied Mathematics Computer Science, Statistics, Maths Education.
Science	Physics, Chemistry, Earth Science, Biology.
Social Sciences	Psychology, Sociology, Government, Economics, Geography.
Technology	Electronics, Materials Science, Design, Systems, Engineering Mechanics.

* plus some coverage of Religious Studies and Classics.

** defined as 'interest groups' rather than disciplines. (Rumble, 1982).

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The University defines its courses in terms of levels: foundation, second, third, and fourth level courses (Rumble, 1982). The foundation courses are interdisciplinary in nature. A student has to pass the foundation courses before proceeding to second level courses. The same rules are applied sequentially for subsequent levels.

The media and methods used in presenting the Open University's courses are a combination of television, radio, print materials, programmed instruction, tutorials and practical, short residential courses, and study and discussions at community viewing or study centres with tutors or counsellors. (Rumble, 1982).

The structure of the courses is designed in considerable detail. The print materials are integrated with radio and television programmes. These programmes support the main teaching texts. The University's courses are planned and developed by course teams in each faculty. The print materials are called course units. A course unit consists of the overall and specific objectives of each unit, and each text contains a number of self-assessment questions. The answers to these questions are available in the

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text. Science and Technology courses are supplemented by television programmes which demonstrate some experiments. For that purpose, students are provided with some guidance notes that consist of detailed explanations for conducting experiments. They are also provided with some experimental kits which they can use in their own home.

A residential school is one element of the university's face-to-face programmes in addition to tutorials in study centres. This programme is usually conducted for one week in the summer time, which is why some people call this programme 'summer school'. All students in specified courses are obliged to attend this summer programme. This provides an opportunity for students to immerse themselves in what they are studying. For some courses, students can conduct some experiments in the laboratories.

There are 13 regional centers in England which organize the students' tuition and counselling services. The regions also administer about 260 local Study Centres nationally. These study centres are usually based in local colleges or schools and are open on weekday evenings or even on Saturdays. It is not

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compulsory for the students to attend the study centres. The university provides tutors, counsellors, radios, televisions, videos, audio cassettes, sets of Foundation course units, and Post-Foundation guides in each centre. In 170 study centres, computer terminals and libraries are available for use.

All the print and non-print materials that are given to students are planned, developed, designed, and arranged by the university course teams. The team designs a course in which all the course elements are supportive to one another. The procedures involved in developing a course from the stages of curriculum design to the printing stage are discussed below.

BOU's Course Development System

Curriculum Design

Rumble (1982) describes the course sub-systems as concerned with course design, production, and distribution. The processes involved in course design include transforming academic ideas and teaching strategies into a course using suitable media for the achievement of desired curriculum objectives. In the

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early years, the Open University's curricula were decided by the Planning Committee and the Advisory Committee. Now, the curriculum of one programme is planned by a course team and approved by the Academic Board and the Senate. They use certain criteria in deciding upon a curriculum. This ensures that the new course is equivalent to similar courses at conventional universities in Britain.

The decision to develop a particular course is made by the Faculty or the School Board. The course team has to write a proposal and submit it to the faculty, and then, the faculty notifies the Academic Board (the Pro-Vice Chancellor) and the Senate for final approval. Approval is given if the course proposal has met the decided criteria such as; accessibility, academic standard, breadth of subject matter, approach, interest to students of varied backgrounds, experiences and intellectual tastes, and coherence. For further consideration, the proposed course has to present a combination of academic and non-academic experiences, the development of skills and originality or freshness of theme.

The schedule for creating a course is settled by

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the university. If a course is planned for initial presentation in year P, the first feature of the course plan should be prepared and proposed in year P-6 (P minus 6), then the course plan should be refined in years P-5 and P-4. The course team has to start working on the development of the planned course in the year P-3. It is assumed that the course will be ready for students in year P for its first offering.

Format Design

BOU students receive a package of course materials. The package contains the main text and supplementary materials. The main text consists of the principal print material for a course and its study guide. The text materials are usually divided into a number of separate units, 16 units for half credit and 32 units for full credit courses. One course unit consists of 48 to 55 pages. Units are normally bound separately, but sometimes they are bound with other units to form a series of blocks.

There are two kinds of typeface that are used in the Open University: typesetting and camera ready copy. Typesetting is more expensive than camera

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ready copy so the choice must be discussed first with the senior editor and the design group for cost considerations. The university also has its own house style course unit format. A course unit consists of the overall and specific objectives for each section in each unit, study guides, set books to support the main text, texts that consist of some explanations, exercises with their answer keys, and a discussion or conclusion in each section.

The university also provides radio and television programmes and some supplementary materials to support the main text (course unit). For cost purposes, some of the supplementary materials are printed annually and some are printed periodically. The annually printed materials include such items as:

1. Assignments and Self-Assesment Questions (SAQs).
2. Specimen exam papers.
3. Model answers.
4. Tutor notes.
5. Computing exercises.
6. Stop press.
7. Errata slips.

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The periodic printings are such items as:

1. Preparatory material.
2. Course guides.
3. Study notes.
4. Broadcast notes.
5. Home Experiment Kits (HEKs) Handbook and notes.
6. Summer school notes.
7. Offprints.

The other supplementary materials are Tutor Marked Assignments (TMAs) and Computer Marked Assignments (CMAs). All of these supplementary texts are printed materials but they are not bound together with the main course text.

Preparing the Course Outline

The creation of BOU courses is delegated to a course team (Perry, 1977). This team is given the authority for the content, the nature, and method of presentation of a course. Members are responsible for the academic and pedagogical standard of the course. A course team prepares a course from its curriculum, blueprint or outline, to course content, to its

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supplementary materials. Their operations in devising and developing the intended course are divided into two distinct phases. The first is to design and develop the course until it is ready for its first presentation. The second phase is to maintain the course during its life (while the course is being offered to students). 'Maintaining' means that the course team has to prepare new assignments and examination papers, and revise the course content if this is needed after obtaining feedback from tutors and students.

The first task of a course team in the initial stage is to determine the course syllabus which is then sketched out in more detail to become the course outline. The people who are involved in this stage are all members of the approved course team. The members of a team consist of three groups of staff: academics, educational technologists, and British Broadcasting Corporation (BBC) production staff.

The academic staff can function as course team chairmen, course unit authors, staff tutors, and the course assistant or manager. The educational technologist staff are from the Open University

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Institute of Educational Technology (IET). They function as instructional designers. The BBC production staff work in the production department of the Open University. They produce and transmit all radio and television programmes of the Open University's courses. They work together with course unit authors in preparing, writing and producing broadcast notes, and arranging the broadcasting schedules, so the content and the time of broadcast are compatible with the delivery of other components.

Librarians and media designers as supportive members to the team are occasionally involved in a course team if they are needed. They will help the team in various ways according to their expertise. Other members sometimes included in the team are external course assessors from outside the Open University. They comment on the overall structure, balance and level of the course prior to first presentation. A project control assistant is also in the course team to monitor the progress of the plan.

The roles and responsibilities of the course team members are as follow:

1. A Course Team Chairman is the leader in a course

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team. He is responsible for the academic and educational quality of the course and for having it ready on time. He is responsible for the progress of the team. A chairman is sometimes also a course unit author.

2. Course Unit Authors are academics who are responsible for preparing and writing some detailed parts of the course, deciding upon set books to support the main text, designing tests and exercises, developing home experiments where appropriate, planning broadcasts, and writing other supplementary materials.
3. Staff Tutors are staff who organize tuition and counselling in local study centres. They are supposed to give information to the team about the needs and the reactions of students on the previous course. Sometimes they are also course unit authors.
4. A Course Assistant is a junior staff member, but also a well qualified graduate. He is also called a course coordinator/manager or a liaison officer. His roles are very important in the team even though he is almost an office boy. Arranging and

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servicing course team meetings, and negotiating and updating production schedules are some of his tasks. He is also responsible for academic and administrative matters.

5. Educational Technologists are from the Open University Institute of Educational Technology (IET). Their roles are to design the method of instruction including the designing of objectives, educational techniques, and teaching strategies. They are supposed to help course unit authors design distance education learning materials.
6. BBC production staff are responsible for producing and transmitting radio and television programmes. They work with course unit authors from the early stage of creating a course. They give advice and suggestions to the team on the use of radio and television. They have to ensure the proper integration of the programmes within the text. The schedule of the broadcasts has to be fixed with the delivery of other components. They also have to revise the programmes if required after obtaining feedback from students. (The Open University, 1987)

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A course outline is prepared by all members of the course team. They design the broad aims, objectives, content, and structure of the intended course. The team is divided into some sub-groups such as a sub-group on broadcast, text book reader, practical project work, blocks of course, and evaluation. Then, the results of the sub-group's work are discussed in more detail by all members of the team. An outline of a course is constructed from the sub-group's work and the group discussion. Everything that is related to the course is designed at this stage. For example, the sub-group on broadcast decides what media to use to support the course. The planned outline is approved by the course team chairman on behalf of the dean and the faculty board.

Preparing the Course Content

All members of the team are involved in preparing the course content, but the main members are course unit authors, BBC staff, Institute of Educational Technology (IET), and editors. Course unit authors prepare course content and they can consult with other

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individuals responsible for closely related course components. The consultation can be formal or informal. The roles and responsibilities of all members who are involved in preparing course content are the same as those for members who are involved in preparing course outlines. They simply continue to expand on what they have designed in the outline.

The first step in preparing course content is that the course unit authors extend the course outline of each unit of the course. BBC staff and course unit authors work together in preparing broadcast programme plans for each course unit. The plans are reviewed and commented on by the other course team members. The authors can accept or reject the advice after they have consulted with the team.

The plans are developed into a full draft of each unit which constitutes the first draft. Each unit must consist of aims, objectives,a main text, a study guide, set reading, student activities, assessment, and other media. The drafts are read and commented on by other course unit authors. Their comments on the draft are usually focused on the teaching material and its interaction with rest of the course. Other BBC staff

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comment on the script and techniques of the broadcasts. IET staff comment on the objectives and teaching strategies. Artworks are commented on by the designers.

The comments, criticisms, and suggestions relating to the first draft are consulted by the authors and the draft is revised accordingly. The revised draft is like a second draft but it may incorporate new materials and activities. While preparing the second draft, the authors also prepare test items for the course units. Then the other team members read and give further comments on the second draft. Sometimes an external assessor is hired to read the second draft if it is felt to be necessary. All comments that come from the team members and the external assessor are taken into account again before doing some revision on the second draft.

The process of preparing broadcast notes and scripts for broadcast is almost the same as preparing the course content of each unit. The members who are involved are BBC production staff and course unit authors. The course team members then give further comments on the scripts. Revision is conducted based

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on the comments given. The final broadcast notes and scripts are approved by the course team chairman, and then they are handed over to editors for the next stage in processing.

The fixed deadlines of all course team activities are scheduled to force all members to finish their tasks on time. The schedule is arranged according to the macro-scheduling given by the University Project Control. After a course is approved initially, its completion data is scheduled. The deadlines of each stage in developing the course are decided upon by the team by consulting the macro-schedule.

Editing, Revising, and Approving

The major course content revision takes place when course authors write the first and the second drafts. They revise the drafts as mentioned above. The other course content revision is done after obtaining feedback from its first presentation and teaching. This revision is done by the course team by reassigning the members for revision.

This stage involves only the revision of the lay out, house style, and artworks. The main people who

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are involved in this revision are editors and media designers from the Graphics Design Department. The editors' responsibilities are to ensure the final drafts are well-laid out, well-illustrated, and error free. Media designers work on the artwork. They are working while editors are editing the final drafts. They receive rough illustrations, graphics, photographs, and pictures from the authors. Then they continue to complete the rough drafts. They can have meetings with the course unit authors to talk over queries on the artworks. The final draft of the manuscript is sent to the Print Production Office after everything is completed. Then, it is submitted to the printer after the course team chairman has approved the final drafts. After this, the editors will inform the course unit authors of the dates for reading the galley proofs, approving the paste-up, and reading the page proofs. Course unit authors sign, approving the materials for printing.

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CHAPTER IV. THE OPEN LEARNING INSTITUTE

A Brief Description of the OLI

The Open Learning Institute is a public educational institution that uses a distance education system in British Columbia, Canada. This institute was established by order-in-council of the Provincial Government in June 1978 under the Colleges and Provincial Institutes Act and the Universities Act. The main purpose of creating this distance education institute was to provide educational opportunities for all British Columbians who are unable to attend conventional schools because of work schedules, geographic isolation or physical disability.

The idea of establishing OLI came from four public commission reports which appeared in 1976 and 1977. They were established by the provincial Ministry of Education to consider various aspects of the Post-Secondary Educational System in British Columbia. (Kaufman and Bottomley, 1980). The four commissions were;

1. The Commission on University Programmes in Non-Metropolitan Areas, 1976

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2. The Commission on Vocational Technical and Trades Training in B.C., 1977
3. The Committee on Continuing and Community Education in B.C.,1976
4. The Adult Basic Education Committee.

An ad-hoc Distance Education planning group was appointed by the Ministry in June 1977 to investigate and plan in detail a possible delivery system for distance education in British Columbia. Finally, after receiving the reports, the provincial government came to the conclusion that a new distance education institution was needed and that the institute should be solely for distance education. The main goal was to serve all British Columbians who have constraints on going to a traditional institution.

The new institution was called the Open Learning Institute. It was given a broad and challenging mandates, providing programmes of study leading to a first degree in arts and science, providing programmes of study in career technical and vocational areas, and providing programmes of study in adult basic education.

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In adhering to this mandate, OLI now offers three broad areas of study in their calendar (1986-1987). They are:

1. Adult Basic Education (ABE) - this programme is for completion of high school grades ten or twelve. Four courses are required to complete the Grade 10 programme; a diploma is awarded for students who have completed this programme. Seven courses are required to complete grade twelve and a certificate is awarded to students who have completed all courses which are offered in this programme. This certificate is called the 'Dogwood' certificate. It has the same status as that given by the ministry to grade twelve graduates in conventional high schools.
2. Career, Technical and Vocational programme (CTV) - this programme is intended for upgrading and training needs. OLI fosters joint ventures and collaborative arrangements with industry and other educational institutions in carrying out the CTV programme. Students are awarded the OLI certificate upon the successful completion of ten courses (thirty credits) in the CTV programme.

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CTV offers several programmes; Business, Health, Hospitality Industry (operation and management of hotels, motels, and restaurants), and Travel.

3. University programme - this programme offers bachelor's level studies. Courses are transferrable to other post-secondary institutions in British Columbia. OLI offers three degree programmes with some overlap in requirements; Bachelor of Arts, Bachelor of Arts in Administrative Studies, and Bachelor of General Studies. The course of study leading to the Bachelor of Arts degree permits specialization in Biology, Economics, English, Geography, History, Mathematics, Psychology, and Sociology. The course of study leading to the Bachelor of Arts in Administrative Studies is an interdisciplinary programme in which students have to take more required courses and fewer elective courses. The course of study leading to the Bachelor of General Studies offers the opportunity to students to arrange their own programmes in pursuing advanced studies at the university level.

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OLI offered its first seven courses in September 1979. It has shown that distance education is useful and helpful to the people in British Columbia. Since OLI was opened, it has enrolled more than 50,000 people from all over B.C. in the three general programme areas. In fulfilling the students' demands, OLI is trying to develop more courses. Now, it has more than 175 courses. (OLI Calendar, 1986-1987).

All OLI courses employ print materials and most, in addition, employ some non-print media. The print materials are course manuals, course units, text books, offprint and reprint readings, novels, and pamphlets. The non-print materials vary from course to course; audio and video cassettes, film strips, and television broadcasts by the Knowledge Network.

OLI course packages vary from one course to another depending on the nature and the workload of the course. Constant components are the course manual, course units, an assignment file, examination, and tutor manual though the latter two are not included in the student's package. The variable components are audio tapes, video tapes, filmstrips, textbooks, lab equipment, magazine or journal reprints, maps, etc.

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Levy (1982) explains that a course manual contains an introduction to the course, a list of the course prerequisites, an outline of the course, directions for study, a note on the assignment and final examination, an explanation of the grading procedures, and the time table for working through the course. A course unit consists of an introduction, a list of instructional objectives, exposition or commentary, exercises or self-tests, tutor marked assignments, and unit reprints.

In the fall of 1981, OLI began an innovation in learning at a distance. It provided a microcomputer (Radio Shack TRS-80C) to students who enrolled in the 'Introduction to Personal Computing' course. The students paid a deposit of $200 to obtain a computer for the length of the course.

OLI students are also provided with library, advisory and student services. Tutors and advisors are available to guide and help them in learning. The library service is free of charge to all OLI students. They can call collect or write to OLI's reference librarian at Simon Fraser University Library to obtain library materials to support their learning. They also

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have access to the library at the community college in the region where they live. OLI students can also use the library service for interlibrary loans.

Advisory services are available at advisory centers. OLI students can drop in at, write, or call collect the nearest advisor if they need help and advice. An advisor will assist students with courses, programme selection, and even personal problems. Formerly, OLI had eight advising centers, in Nelson, Terrace, Kamloops, Vancouver, Richmond, Victoria, Prince George, and Kelowna. Due to lack of finances, the advisory centers in Nelson, Terrace, Kamloops, and Vancouver were closed recently.

OLI employs tutors to support the courses offered and to mark the students assignments. A tutor will provide students with subject matter guidance for each course by initiating communication with students by mail or by OLI funded telephones. Senior tutors are appointed by OLI to coordinate the work of the tutors. They play a role as a liaison among students, tutors, and OLI.

There are basically two procedures for course development at OLI (Ruggles et al., 1982). The main

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procedure is to hire course writers with OLI retaining the copyright for the courses written. The other less frequently used procedure is to purchase existing course materials from other distance education institutions such as Athabasca University and the British Open University. For these, OLI writes only the user guides.

The OLI Course Development System

Curriculum Design

As noted earlier, OLI offers three different programmes. Each is targeting different students. Thus, OLI has to create suitable curricula to meet the needs and demands of these different groups of students. OLI was established to meet unmet educational needs, so these 'unmet needs' had to be identified before designing the curricula of the three programmes. (Ellis and Mugridge, 1983)

The broad outline of the OLI curricula had been arranged by the planning group before the programme directors of the three programmes were appointed. However, the directors when appointed planned the detailed curricula using the following general

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criteria. The curriculum should:

1. be sufficiently adaptable to meet the needs of different institutions in BC. OLI courses should be transferrable to other institutions and OLI should be able to accept courses for credit from other institutions.
2. course titles, programme designations, certificates, and degrees should be as similar as possible to those already in use.
3. fit established practices in B.C.
4. consist of constant courses in the given programme. Optional courses should be avoided while generic courses should be developed.
5. be based on the students' preferences. (Ellis and Mugridge, 1983).

According to Calvert (interviewed, Nov. 1986), the OLI Board approved the overall curriculum after receiving recommendations from the three programme Advisory Committees, the Academic Council and OLI officials. Following this, the Dean of Academic Affairs, the Programme Directors, and OLI personnel commenced the development of individual courses within the approved

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curriculum working from an overall list of courses required for the programme. A given course is chosen for development after the Dean of Academic Affair and the Programme Director commits funds for development. This decision is made by considering priorities in the list above.

The development schedule of a course is set up by the Dean and Programme Director with advice from the coordinator and course designer. The schedule depends on the estimated workload involved in developing the course. Development normally commences eight to twelve months before the course is scheduled to be offered. The designation P -8 or P -12 is used to designate the commencement of the schedule.

Format Design

The appearance of the OLI course material packages received by students varies. They vary depending on the programme and the nature of the course content. Typically, a student receives a course manual, study units, a text book (if a suitable one exists), an assignment file, and errata sheets. In addition, the student may receive audio/video tapes,

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offprint and reprint readings, lab books, and kits. As noted earlier, a course manual contains some directions and guidance to go through the study units. Each of the several learning units contains directions, objectives, commentary, practice exercises and feed back, tutor marked assignments, self tests, and unit reprints. (Kaufman and Bottomley, 1980). Normally, each learning unit is bound separately.

Bottomley and Moore explain (interviewed, Nov. 1986) that the format of course material is decided upon by the head of the production section. The decision is made based on flexibility, quality, and cost.

There are three types of print production methods that are used at OLI. They are the Laser, Star, and TEX production methods. OLI uses Laser printing for pilot courses, tutor manual, and sometimes for the answer keys to practice, errata, and packing slips. Star printing is used for final production of most courses. TEX printing is a computer generated typesetting production method used for Maths courses.

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Preparing the Course Outline

There are many people involved in course development but only two persons (course writer and course designer) are involved continuously. The consultant is involved as various segments are completed. The Dean/Director/Coordinator initiate the process, select the writer and consultant, assign the development schedule, and give various approvals as the process proceeds. The others are the audio/video technician, the graphic artist, and the copyright clearance clerk who provide special services as these are required and specified by the designer and writer.

A course writer is responsible for assembling and preparing course materials from the blueprint to the test items. A consultant's role is to review and validate the course content written by the writer. Technical specialists design and develop audio and visual components as required. A course designer plans, schedules, manages and coordinates the course development process. He is really the manager of the entire process and occupies a critical role as such.

A course writer and a consultant are selected from the conventional universities in B.C. Then they

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are invited to discuss OLI's needs and the working procedures. After coming to an agreement, the course writer and the consultant have to sign contracts. Finally, a course designer is assigned to help the course writer and the consultant provide the needed source materials and further information about course development procedures.

The appointed course designer gives both the course writer and consultant a package of OLI course preparation materials. It consists of the model of all OLI course materials and other important information for preparing OLI courses. The course designer also explains OLI terminologies, the development of audio and video components, and the relationship between OLI and Knowledge Network. The deadline schedules for submitting the course units and its test items are also arranged. After gaining a clear idea of what is required, the writer starts defining the target audience and fitting the intended course content into the overall programme.

The course writer starts writing the course outline (blueprint) and sends or submits it directly to the course designer. Then, one copy each of the draft

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is distributed to the consultant and the coordinator for their comments and suggestions. After receiving comments, these drafts are given to and passed by the designer (including his comments) to the course writer. The writer and the designer can have an informal meeting to discuss the comments given. The first draft is revised if necessary. Then, the revised draft is distributed again to the consultant and coordinator for further comments.

Recently, it has been become possible for a course writer or a course designer to transfer files by computer by using a modem. They can send or receive drafts or comments through a computer link. This process is repeated until agreement is achieved among the writer, consultant and OLI. Finally, the draft of the blueprint is approved by the programme director and/or coordinator after receiving a recommendation from the designer.

The course designer starts writing the course manual. If audio and video components are required and specified in the approved blueprint, the course designer will contact the audio and video producer. They discuss the procedures for preparing and

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developing the components and arrange the fixed schedules. Usually, media are chosen by considering the needs, budget, and OLI standards. The copyright coordinator has one copy of the blueprint. He works on the needed copyright items after having discussions with the course designer.

Preparing the Course Content

The next step in developing a course is writing and preparing the course content. The first draft of each learning unit must include a reading assignment, practice exercises with answer keys, and assignments with marking guidelines. The process in preparing course content is similar to the process of preparing the course outline. The course designer recommends the course writer to the programme director for his first payment after the blueprint and one unit of the course are accepted. Then, the rest of the units are written and submitted periodically to the designer for written comments.

The course designer contacts the head of the graphics department to describe and discuss the graphic needs. The course designer, audio/video producer or

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graphic artist, and writer may have meetings to discuss needed illustrations and audio/video components. The designer is also responsible for ordering textbooks for the course and informing the production staff of the time for printing.

The course units received from the writer are word processed on MASS-11 under the course designer's direction. After that, the units can be electronically distributed to the coordinator, graphic department, and course designer.

The major schedule of course development is arranged by the programme director. This schedule concerns the time for development of a certain course. The minor schedules are decided by the course designer and writer after being given suggestions by the programme coordinator. These schedules concern the deadlines for submitting the units and the supplementary materials.

Editing, Revising, and Approving

A course designer is responsible for the editing tasks. After a course writer sends his drafts of the units to the course designer, the drafts are

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distributed to the coordinator and consultant. The coordinator will check whether the content in each unit is suitable or not to the needs of the OLI. He writes comments if necessary. The coordinator also acts as an instructional designer. The consultant works on the course content, giving written comments and suggestions. While the coordinator and consultant comment on the drafts, the course designer edits them.

The real editing and revision has already taken place by this stage, having been done at the time of preparation of the blueprint and course content by the team members. Some of the editing tasks are done on computer and some are done on hardcopy by hand. After the course designer receives all course components, he does the final editing. After this, he submits the edited drafts to the writer and consultant for approval, and then gives a copy to the coordinator for final approval.

As mentioned in 'Preparing the Course Blueprint', the course designer contacts the graphic department to discuss the required graphics after receiving the course blueprint. They prepare and edit the graphics by computer. Then, they send their drafts to the

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course designer and the writer requesting comments and approval. In fact, the course designer and writer delegate the graphic arts preparation to the Graphics Department, and the layout and printing specification to the Production Section. They only meet if the Graphic Artist or Production Staff have some queries.

The course designer is authorized to approve the course material for printing. After the course is printed, the course designer examines the result once again for final clearance. He is still allowed to request typographical and essential layout correction. (OLI New Course Development Procedure, 1986).

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CHAPTER V. UNIVERSITAS TERBUKA

A Brief Description of UT

Universitas Terbuka (UT) commenced offering courses in September 1984. It is the first state university in Indonesia to use distance education. Because its students live in all parts of Indonesia, course materials are constructed for self-directed independent study. UT educates a large and growing number of students. (Pendidikan dan Kebudayaan, 1986, p. ii).

Actually, distance education is not new for Indonesia. In 1955, the Department of Education and Culture provided teacher education through correspondence. In 1975, radio broadcasts were used in upgrading the quality of teachers in 11 provinces. In 1980, self-instructional learning materials were applied to the Akta V Certificate programme for university teachers. In 1982, distance education was used for the teacher Education Diploma Programme. Since 1984, Indonesia has made experimental use of instruction through satellite. (Pendidikan dan Kebudayaan, 1984). But up to 1984, distance education

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was used only for upgrading in-service students. Unlike the foregoing instances, UT uses distance education to serve senior high school graduates in Indonesia.

Drawing on experience in Indonesia and in other countries, the Government of Indonesia, particularly the Department of Education and Culture, appointed a committee called The Preparatory Committee for the Establishment of UT. The chairman of this committee was Setijadi who was later appointed the first Rector (President) of UT.

The preparatory committee gave two alternatives to the government. The first was to establish UT by doing thorough planning and preparation first. This would have taken several years. The second was to establish UT immediately with only minimal planning and have UT make improvements while it was running its programmes. The government chose the second alternative. Setijadi and his committee prepared for the establishment of UT in a very short time (in nine months). UT was established formally on September 4, 1984.

By 1987, UT was serving 125,369 students from all

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over Indonesia; they were studying in three general programme levels: Undergraduate, Diploma, and Akta V programme. 31,000 students are unemployed, a number greater than the enrolment of the biggest conventional university in Indonesia, Gajah Mada University. A further, 31,500 students are junior and senior high school teachers who are in-service students 12,700 of whom have D1 and D2 standing. About 75,200 students are private and state employees. Most of them and all the unemployed students are enrolled in the undergraduate programme (Setijadi, 1987).

UT offers three programme level in fulfilling its students' needs and demands. They are Strata 1 (S1), Akta V, and Diploma. S1 is a 'sarjana' degree (bachelor) programme. Students have to complete 144-160 semester credit units (SCUs) to achieve the 'sarjana' degree. The target students of the S1 programme are those who have senior high school certificates. However, the S1 in the faculty of education is only for teachers who have a D2 certificate or equivalent.

Diploma is a professional, non-degree programme for teachers. There are three diplomas D1, D2, and

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D3. They are not equivalent to the first, the second, and the third year of 'sarjana' degree programme. At present, UT is offering only D2 which is intended for junior high school teachers who have a D1 certificate from other conventional institutions and have teaching experience of at least two years. They are in-service students who want to develop their knowledge and skills in teaching. The requirement for D1 students are 40-50 SCUs, D2 60-80 SCUs, and D3 110-120 SCUs.

The Akta V is a professional educational programme for university lecturers who have no university teaching certificate. This is also a non-degree programme. The Akta V students have to complete 20 SCUs after completing their S1 (undergraduate) programme.

The 'sarjana' (bachelor) programmes are centered in four faculties: economics, social and political sciences, mathematics and natural sciences, and teaching and educational sciences. The Diploma and Akta V are offered in the faculty of education. The academic programmes that are offered in each faculty are shown in table 2.

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Table 2

Faculty	Academic Programmes	Programme (level)
Economics	Economics and Development Study, and Management.	S1
Social and Political Sciences	Business Administration and Public Administration	S1
Mathematics and Natural Sciences	Applied Statistics, and Mathematics.	S1
Teaching and Educational Sciences	Biology, Chemistry, Physics, English and Indonesian Language.	S1
	Pancasila Moral Education, Indonesian and English Language, Natural Science Mathematics, Social Sciences, Non-Formal Education, Sports and Health.	D2
	Education (for non-education lecturers). History, Mathematics, Chemistry, Biology, Educ. Technology, Sports and Guidance and Counselling, Economics, Pancasila Moral Educ., Indonesian and English Language (for education lecturers)	Akta V

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As can be seen from Table 2, the Faculty of Education must develop more courses than other faculties because it offers more academic programmes. Paradoxically, the Faculty of Education has the smallest number of students of the four faculties, because its target students are in-service teachers. Its specific mission is to upgrade the quality of teachers all over Indonesia to stimulate national educational development.

Additional academic programmes will undoubtedly be developed and offered in the future. (Suparman, 1985). Those that are being developed for the near future are shown in table 3.

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Table 3

Academic Programmes	Level
1. Family Welfare	D2
2. Business and Vocational	D2
3. Industrial Management	S1
4. Development Administration	S1
5. Tax	D3
6. Population and Environment Studies	D1
7. Accountancy	D3
8. Employment and Man Power	-
9. Agrarian Affairs and Law	D3
10. Law	D3
11. Governmental Studies	D3
12. English Language	S1
13. Physics	D3
14. Architecture	-
15. Nursing	D3
16. Indonesian Language	S1

UT uses print and non-print materials for its courses. The printed materials are mainly text materials that consist of modules, home examinations, and study guides. The non-print materials are audio tapes, and TV and radio programmes. However, UT has developed very few TV programmes because most of UT's students do not have TV sets and the available broadcasting time is very limited. UT also uses the government radio broadcasting services. Thus, due to a lack of facilities, UT concentrates its activities on

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developing good print materials in carrying out instruction.

The structure of most of UT's courses includes main text materials (buku materi pokok), self-test assignments (take home examination), and an examination. The main text material of each 1 SCU (Semester Credit Unit) course requires three modules. A module contains an introduction, general and specific objectives, at least two learning activities that involve text materials, formative tests and their answer keys. The introduction consists of advance organizers and a description of their relevance. Each learning activity is developed based on a deductive teaching strategy: introduction, broad explanation and description, examples, exercises with their keys, summary, formative test for which keys are provided at the back of the module, and feedback that consists of an assessment system.

As noted, certain courses are supported by audio cassettes, TV, or radio broadcasting. In addition, UT is starting to develop laboratory courses involving student experimentation.

The registration system at UT is very simple.

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Candidate students do not have to send application letters to register their names. They just go to the post offices which have been assigned by UT to sell UT registration forms. Then, the students send the forms to UT's main office in Jakarta directly after completing them. Tuition fees and course materials can be paid for in all post offices that sell UT registration forms. Some course materials are also available in bookstores, so students are advised to pay only the tuition fee in the post offices.

Students are provided two tutorial sessions a term for each course. The regional centers are responsible for arranging the times and places and hiring tutors for tutorials. There are two kind of tutorials given by UT face-to-face and distant tutorials. The face-to-face tutorials are held in local conventional schools or universities while the distant tutorials are by letter and telephone. The telephone tutorials are conducted with amplified speakers so that two way communication can be carried out. The distant tutorials are usually conducted with study groups in places where qualified tutors are not available. Due to lack of finances, this kind of

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tutorial was recently stopped. Library services are provided in all state conventional universities. UT students are allowed to use these libraries. The main office of UT in Jakarta also has a library. Unfortunately, UT has not been able to give access to students to borrow books from its main library.

UT has 32 regional centers (UPBJJ) that are spread over Indonesia. These regional centers have still other district centers placed in small towns in their areas. Regional and additional district centers are responsible for managing and serving students' needs in their areas. They are the front offices of UT. The location of the regional centers and the additional district offices, and all other information that students need are described in a UT publication. (Panduan Registrasi Belajar Ujian UT).

All course and supplementaries materials are developed by UT. Course materials are created by hiring course writers from conventional state universities. Course writers are assisted by the UT faculty staff (programme developer) from the planning stage onward.

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The UT Course Development System

Curriculum Design

The obvious first step in curriculum development is to decide upon the academic programme to be offered. The Directorate General of Higher Education helped the preparatory committee to choose appropriate programmes by providing necessary information and giving guidance. Then, they approved the chosen academic programmes.

The Government of Indonesia approves and requires standard curricula in all academic programmes offered in all state universities. The curricula are prescribed curricula. All state universities follow 75% of the standard curricula for each academic programme. Each university has freedom to design and to develop the rest. They are intended to suit each institution's mission, needs, and environment. (Suparman, Interviewed, 1987).

The standard curriculum is stated only in broad outlines. These have to be developed explicitly by UT for each academic programme. UT has to decide upon the courses, topic, and sub-topic in detail. This task is done by inviting curriculum experts, content experts,

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professionals from various institutions, and the curriculum consortium of higher education from the Directorate General of Higher Education to a curriculum workshop. The prescribed and other conventional state universities' curricula are used as guides and models in designing UT's total curricula. Finally, the designed curriculum is proposed to the Directorate General of Higher Education for final approval.

The development of individual courses within the approved curriculum is started by order of the Dean of each faculty. The decision about courses to be developed is made by considering priorities in the prescribed curriculum and the availability of course writers. UT usually develops several courses at the same time. The prescribed curricula have made it possible for UT to do so. Candidate course writers, content experts, and professionals in different courses are invited together to a workshop. They work in the workshop after having an orientation from the Dean.

The schedule of creating a course is decided upon by the university. A course is scheduled to be ready for printing in 8 to 10 months.

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Format Design

The appearance of the course materials which are received by UT students varies. Typically, a student receives a package of learning materials for each course. It contains the main text materials, self-test assignment (take home examination), and some information booklets. In addition, a student may receive audio tapes and some supplementary materials.

As mentioned earlier, the main text material consists of modules. The number of the modules depends on the workload of the course. Each 1 SCU course has three modules and each 2 SCU course has six modules. These modules are usually bound into two separate parts except the one SCU courses. The first phase modules are bound together and the second phase are in another binding. Suparman said (interviewed May, 1987) that the policy of binding all modules into two parts was based on two reasons. The first is that Indonesian people prefer to deal with simple binding of learning materials rather than with the complicated ones. It is assumed that the target students are not ready to deal with a lot of separate learning materials. The second is to adjust the course writing and printing schedule

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All UT's courses are printed in black and white but two kinds of typeface are used: camera ready copy and typesetting. Camera ready typeface is used for most of the UT's course materials. UT only uses typesetting for some courses. The choice of typesetting is based on the considerations that typesetting can condense and reduce the pages for the main text materials. In this case, supplementary materials can be bound together with the main text binding without providing additional pages.

The formats for each module and each learning activity are all the same: general objectives, specific objectives, explanation and examples, exercises with their answer keys, summary, self-test as formative test with keys provided at the back of the module, and feedback which is provided with the assessment system for the formative test. This format was decided by the university as the in-house style format. The purpose of giving only one kind of format is for quality control purposes.

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Preparing the Course Outline

UT decided to write all course outlines for all courses listed in the prescribed curricula first. Then, the Dean identified the available candidate course writers. The people who are involved in preparing and writing UT's course outlines (GBPP) are the Dean, curriculum experts, content experts who are supposed to be appointed as the course writers and reviewers later, officials (professionals) from various institutions concerned, and editors (pengembang program) from UT's faculty staff. The curriculum experts are invited from the Directorate General of Higher Education. Content experts are selected from conventional state universities lecturers. Their selection is based on recommendations given by the Rector of the university where the lecturer works. The officials (professionals) are invited from the institutions concerned with the courses being developed. The Dean involves his/her staff in developing courses from the planning stage onward. They are responsible for editing and administrative matters. They are chosen based on their academic background.

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All persons just mentioned are invited to a course outline workshop. The dean gives an orientation to the participants by explaining UT's needs, style, and the facilities that UT can provide. Then, the workshop participants discuss and write the needed course outlines in this workshop over the next three to five days. In their discussions, they decide upon the form to be used in developing the learning materials, formulate the general and specific objectives for each module in the course, determine the number of topics and sub-topics, choose the right methods in presenting course content, decide upon the use of the audio and video components, and determine the book references and evaluation techniques to be used. The completed course outline is reviewed by all members, including the editors. Then, the participants usually agree to the course outline draft by consensus. Finally the outline is proposed to the Dean for final approval.

Preparing the Course Content

There are many people involved in preparing UT course content (modules), but only the course writer

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and editor are involved continuously. The Dean initiates the process of writing the course content (modules), selects the writers and the reviewers (consultant), assigns the programme developer (editors), and gives various kinds of approval as the development proceeds.

As noted earlier, the only course content experts involved in preparing course outline are supposed to be the course writers. However, some of them are so busy with their main tasks that they do not have enough time to write modules. In this case, the Dean concerned has to find other course writers from other conventional state universities to assist with the process.

The course writer signs a contract before starting to write the needed modules. The content expert reviews the course content and language. The audio/video production staff prepares and develops the audio/video components as required. The editor is responsible for administrative matters and functions as editor and proofreader. He/she monitors the progress of writing, typing the modules, preparing illustrations and audio/video components. There are also some regional coordinators. They are responsible for

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collecting all modules from writers (especially the late modules) and test items from test writers. Note that test items are constructed by other content experts. The course writer is the test reviewer.

There are two phases in writing UT's modules. The first phase is for writing the first half of the whole modules and the second is for the rest. The writer writes the first phase in 4 to 5 months at home. The regional coordinators collect the first drafts from the writers and submit them to the editors concerned. The editors check the format and completeness of the module. They also check whether the first draft has been elaborated based on the course outline. If improvement is required, the editors will send a letter to the writer on behalf of the Dean.

The course writers and content experts are invited to a three day workshop to review and discuss the first draft. The audio and video components for the first phase modules are also examined by the writers and by the editors during this workshop. There should be a consensus for the first draft among the writers, content experts and editors. Then, the first draft is proposed to the Dean for approval. The first

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payment is paid by the editor to the course writer on behalf of the Dean. The approved drafts are submitted one copy each to the production staff, archive unit, content expert, writer, and the editor concerned.

The following step is that the writer signs the second contract to continue writing the second phase modules. The same procedures and activities as in the first phase are repeated in writing the second phase modules.

Editing, Revising, and Approving

The approved module drafts are typed in the production unit. The editors monitor their progress, read the typed modules, and evaluate the illustration. The editors will make some notes for editing correction on the hard copies and send them back to the typist for further correction. They also do layout revision, house style, and artwork. This process happens repeatedly until everything is correct.

The editors work together with the illustration unit in doing the artwork. Rough illustration are provided by the writers. The editors monitor the progress of typing and preparing illustration and the

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modules' covers. Finally, the editors do the final editing and revising and assign the catalogue number to the unit concerned. They also proofread the final draft before approving them to be ready for print. The editors are authorized to sign the approval form on behalf of the Dean before sending them to the print-shop.

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CHAPTER VI. CROSS ANALYTICAL STUDY

The previous three chapters have described the course development procedures used by the British Open University, the Open Learning Institute, and Universitas Terbuka, respectively. In this chapter the procedures used by the three institutions in the various stages of course development are compared, contrasted, and analysed.

Curriculum Design

For the purpose of this study, curriculum means an overall set of activities required to complete an academic programme. The curriculum is divided into a number of courses each of which is taken separately. The listed courses in a curriculum are also provided with a syllabus. In the curriculum design stage, the principal activities require deciding upon courses and syllabi to be offered for the academic programme.

UT has several academic programmes such as Economics, Business Administration, and Biology. Some of the academic programmes are at the undergraduate programme level, D2, and some are in Akta V programme

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level. Programme levels at UT correspond to the undergraduate programme at BOU and the university programme at OLI.

The three institutions have different approaches to curriculum design. The BOU uses a course team model, while OLI uses an author/editor model. UT uses basically an author/editor model but involves consultants with different expertise. The approach falls in between the course team and the author/editor models.

As noted in the previous chapter, the course team used at BOU involves a lot of people. It has often been described as a fruitful co-operative organization which operates by the pooling of ideas and mutual constructive criticism. On the surface it would seem that all members work together harmoniously, imaginatively, and efficiently. However, problems may exist within any course teams. There may be differences depending on the personalities involved, the nature and the purpose of the course and the experience and talent of both chairman and members. (Mason, 1976).

At the curriculum design stage, a lot of ideas

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are discarded, especially when deciding upon the direction of a course. This is because not all ideas that come from all members can be absorbed or because the chairman wishes to exercise control. Chairmen often indicate a measure of possessiveness in directing what the course should be. The course team members are unanimous although there is potential disagreement (the characteristics of groupthink). If a member's ideas are not accepted in the course, the member might not be accepted anywhere else. This phenomenon may cause co-operation in the group to decline.

On the other hand, if every member is trying to convince other members to accept his/her ideas, the discussion may take so much time that the scheduled deadline is affected. Again, even though a member's ideas are accepted, the others may keep amending them by criticizing the draft. Often, one case may appear many times in the course of a team's meetings with the danger that too much time is spent arguing in vain.

The broad outline of the OLI curriculum was developed by the planning group before the institution was established. The more detailed curricula are designed by the Dean of Academic Affairs, Directors,

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Coordinators, and OLI personnel who largely do not compete with each other to win their points and work harmoniously, giving mutually constructive criticism. Their only target is to produce good, marketable, and suitable courses with students' needs in mind (organizational goal). The time needed in designing a curriculum is characteristically very short, because the members support each other in achieving their goals (goal oriented management systems). However, problems tend to arise when the designed curricula are proposed for approval. Many people are involved in the process before the proposed curricula are finally approved by the OLI Board. The gap between them may be the source of difficulty such as the gap between curriculum designers and Advisory Committee and the Academic Council because of the different views held. At OLI as at the BOU considerable time is consumed before approval is given.

By contrast, UT can 'borrow' from outside the university curriculum experts, content experts, professionals, and even the curriculum consortium of higher education. UT does not have to hire them nor does UT have to recruit its staff to develop its

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curricula. It can make use of outside experts and professionals as needs dictate. The different kind of experts then work together based on their specialities. The curriculum experts deal with curriculum matters, the content experts and professionals work on the curriculum content, methods and evaluation techniques to be used and so on. For its part, the curriculum consortium gives guidance and direction so that the curriculum being designed balances with curricula being used in other conventional state universities.

The UT model faces almost the same problems as the course team model. Combining the ideas of the content expert, the professional, and the curriculum expert with UT's needs can be rather difficult, because the content experts and professionals lack of educational background. Even though orientation to the curriculum has been given by the UT personnel and curriculum experts, the problem still occurs. A further problem is that the needed experts and professionals may not always be available when needed.

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Summary

The three institutions use different approaches in designing their curricula. BOU uses a course team model in which a lot of people are involved. OLI assigns the Dean of Academic Affairs, Director, Coordinator, and some other experts within the institution. On the other hand, UT 'borrows' some experts from outside the university to design its curricula.

A lot of people are involved in BOU course teams and all them are full time staff at the university. The time spent in designing a curriculum is very long. The OLI system is so simple that the key people in the institution design the needed curricula and ask for approval from the OLI Board. Problems may arise in obtaining approval. Unlike BOU and OLI, UT invites the needed experts with various specialities. Fitting all ideas from different expertise is another case with this system.

Format Design

In appearance, the BOU, OLI, and UT course materials are different from each other. The BOU and

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OLI typically provide text books to support the main course materials. In contrast, UT relies on in-text course materials that are called modules. UT does so partly because of the cost of text books and partly because of the lack of text books in Indonesia.

The OLI and UT courses are similar in that they use units or modules in each course. Courses consist of three to twelve units (modules) depending on the credit value of the courses. This strategy seems good for motivation purposes. Students only have a comparatively small study work load, a short duration of study, and relatively fast feed back. In contrast, one of the BOU courses consist of 16 units for half credit and 32 units for full credit courses. Such a work load may decrease students' motivation before they start learning. It also seems that the learning duration is too long to finish the 32 units learning materials.

Despite what has been said, it is difficult to compare BOU courses on the one hand and UT and OLI courses on the other. A full semester workload for a BOU student is one course whereas five courses make up a semester's work for UT and OLI students. In other

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words, a BOU course is five times longer than a typical OLI or UT course. Obviously, a BOU course will then have more units or modules. Whether it is better for a student to take five small courses rather than one large one is a matter of opinion. In terms of flexibility for students who wish to take partial study loads, the UT and OLI arrangements are superior.

BOU and OLI are similar in providing manuals and study guides for each course to enable students to learn at home. In contrast, UT does not provide course manuals and study guides for each course; rather it supplies general information for all courses in a small booklet. Because students in distance learning do not have teachers available, course manuals and study guides are helpful. To that extent the UT programme could be improved.

The system used for binding materials differs slightly among the three institutions. The BOU course units are bound separately with occasionally some units made into single blocks. The OLI units are also bound separately and wrapped together. The binding system permits flexibility in production, quality control, and low cost revision. On the other hand, UT's modules are

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bound into two sets for each course to minimize cost and for simplicity. The separate binding system is not necessary because course revision is done for modules as a whole and students are assumed to prefer a small number of books rather than a larger number.

The OLI and UT are alike in their printing practises. They use black and white printing while some of the BOU courses are printed in colour. The choice of colour printing is based on the assumption that students will learn more readily with course materials printed in colour. However, colour printing is expensive and learning theory has not yet been proven the value of coloured material.

Like the OLI, UT provides learning objectives for each module (unit). Similarly, the BOU provides learning objectives in each section (learning activity) of each unit. The objectives serve to focus the student learning process, avoiding too much regression and deviation from the direction required.

Summary

BOU and OLI are alike in providing text books for each course. UT only develops in-text course materials

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instead of providing text books, but it provides the list of reference books at the back of each module.

The number of units (module) in each course is different among the three institutions. The BOU has the largest number of units in each course. OLI and UT are almost the same in number.

UT only provides some general information about its courses to students but BOU and OLI provide course manuals and study guides in each course.

BOU and OLI use almost the same binding systems. Units of a course are bound separately and some are bound into blocks. This system is intended for flexibility, quality, and low cost revision. However, the UT modules are bound into two sets for assumed simplicity.

BOU and OLI provide learning objectives in each section (learning activity) of each module (unit) but UT only provides learning objectives in each module.

Preparing the Course Outline

The BOU course outlines are created by course teams. All who are involved in designing the curriculum are also involved in preparing the course

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outlines. They are all permanent staff at BOU. It is assumed that experienced academic members must start with a clear picture of what is needed in the outlines to ensure congruence between the overall curriculum and the course outline. The course team members are usually divided into sub-groups and the results of the sub-group work is discussed later in more detail by all members. This usually takes some time to achieve a consensus. However, it is believed that the more people involved in the process the more the ideas that can be covered.

Unlike the BOU, OLI hires a course writer and a consultant and assigns to them a course designer to prepare and write the needed course outline. Only these three persons are involved in this stage and the writer is 'autonomous' in writing the course blueprint as long as it suits OLI needs. The process of course outline preparation is relatively straightforward and usually runs smoothly. OLI saves time, energy, and money by employing only three persons. Speed is also ensured by the payment and contracting system used.

On the other hand, UT has a different approach from BOU and OLI. UT hires some content experts (the

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course writer and consultant), some professionals, and invites curriculum experts from the Directorate General of Higher Education. An editor is assigned to provide some services and to monitor the process of course outline preparation. The composition of the team is almost similar to the composition of a course team at BOU except that BOU includes the BBC production staff and librarian in the team and involves more people. At UT only the editor is on the permanent staff and the team members are fewer than at BOU.

All members discuss every course component together. Problems may come in converting ideas partly sketched out in the discussion into detailed course outlines, because some members were not involved in preparing curriculum. The UT hiring system is similar to OLI but it does not work as well as at OLI. Some of UT's course writers and consultants are not motivated by monetary aspects of a contact but undertake the work because of feelings of 'moral responsibility'. They are not always sensitive to UT deadlines.

Communication among BOU course team members is good, all sub-group meetings are to discuss the result

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of their work, comment on other members' work, and consult on the preparation of all course components. These meetings are supposed to be the place for all members to communicate. There are also other informal meetings among all team members that serve the interest of communication. All these meetings are possible because all team members are full time BOU staff.

OLI also uses team meetings for communication between members (consultant, writer, course designer, or technical specialist). However, because the writer and consultant are not OLI staff, telephone or computers are sometimes used for communication instead of face-to-face meetings. Most writers and consultants have computers and live not far from the institution. The telephone system in British Columbia is relatively good and cheap.

Like BOU, UT uses each workshops (meetings) for communication between writers and consultants. Telephone and letters are used if no workshop is held. For crucial matters, UT's editor will visit writers' or consultants' homes.

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Summary

In preparing course outline, the BOU assigns the same course team members as designed the curriculum. In this way, the members can maintain the congruence of all components of a course. In contrast, the OLI course outline is written by the course writer and a consultant validates the writer's work. Unlike BOU and OLI, UT uses a combination of the OLI system and the BOU system. The UT system involves a lot of people though not as many as BOU.

The communication systems are different. Like BOU, UT uses group meetings to communicate with all course team members. However, OLI can communicate with course writers and consultant by telephone and computer if a face-to-face meeting is impossible.

Preparing Course Content

At BOU, the approved outline is developed into a full draft of each module by the course team. Each unit always contains aims, objectives, main text, study guide, set reading, student activities, and assessment. Each course uses different media based on the nature of the course itself. The teaching strategies and the

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structure of BOU courses vary. They depend on the nature of the subject matter of a course. At OLI and UT, only the appointed course writer develops the outline into full draft. He/she must follow the standard format which the institution has established. However, a course writer at OLI still has freedom in structuring the course as long as he does not depart from the main format. As a result, the instructional approaches that are used in OLI courses show more variation than in UT courses.

At BOU, a course is written by several course unit authors with the result that often the continuity from one unit to another is not sustained and the teaching strategies and methods are different. Comments and criticisms from other team members almost always follow in such cases. In contrast, at OLI and UT course content are developed by one course writer. So the gap between units tend to be very small.

The scheduling systems used by the three institutions are very different. At BOU, it takes about six years to develop a course from curriculum design stage to printing stage. At OLI, a course is scheduled to be ready for students in about eight to

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twelve months a period very similar to UT's eight to ten months. Some people believe that BOU courses are superior to OLI and UT's courses. The average BOU course is also three times as long as the average OLI or UT course. However, BOU spends more than six times longer to develop its courses than OLI or UT does. BOU courses are certainly not better in quality than OLI or UT courses in the same ratio as the time taken would imply.

Summary

BOU courses have more variations in instructional approaches than OLI and OLI has more than UT. BOU courses are written by several course unit authors. The interaction and the congruence between units sometimes are lacking. At OLI and UT, a course is written by a course writer. A consultant and a course designer (editor) only comment and criticize the writer's work for controlling purposes.

At BOU, a course is scheduled to be finished in six years but, at OLI, a course is developed in eight to twelve months and at UT is about eight to ten months.

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Editing, Revising, and Approving

BOU courses are edited and revised by editors, media designers, and print production staff. An editor has to ensure that the final drafts are well-laid out, well-illustrated, and error free but has no responsibility for course content. A media designer works on the artwork as needed. Rough illustrations are provided by the course unit authors. The print production staff corrects and revises as noted by the editor. Finally, the course unit author is authorized to sign the final draft for the printer.

The practice at OLI is different. A course designer at OLI is relatively independent. The course writer and consultant are responsible for content. But the designer is responsible to make the course as attractive as possible so that students are interested in taking it. The course designer is assisted by graphic artists and audio/video production staff in preparing course components. The course designer is authorized by the Dean to sign the final approval for printing. Course designers at OLI are regarded as professionals and are given authority.

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Unlike the BOU and OLI, editing, revising, and approving at UT are all done by editors ('pengembang program') on the full time faculty staff helped by typists. The editors edit the hard copies of the modules and give them to the typist to be corrected as indicated. The progress of the module typing and revision and the preparation of illustrations are monitored by an editor. The process of editing and revising tends to be very slow; editors often have to wait a long time to get back the corrected copies from the typist. They must then check them, return them if necessary and then show the final version to the writer for approval. An editor at UT has little opportunity to use his imagination. He has to follow the UT's format and style precisely. As a result, the course design is really uniform. Editors are authorized to sign the final approval for printing. This is usually after having obtained the writer's approval or sometimes without the writer's approval because time is insufficient to contact them.

Like BOU, OLI editors (course designers) edit their draft either on computers or in hard copy. Most editors (course designers) are able to operate computer

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terminals for editing purposes. In contrast, most of UT's editors do not do so directly. They have typists (word processor operators) who make corrections as indicated by the editors . This is really time consuming.

Summary

Editors at BOU are only responsible for the layout, illustration and typo. They are not allowed to design the format of a course. On the other hand, OLI course designers (editors) are relatively 'autonomous' in designing a course because they have educational and publishing background. However, editors at UT do more proofreading than editing a course. The editing system is very slow, because the edited draft must be showed to the writer for permission before it is changed.

Editors at BOU and OLI do editing on computers and on hard copies. However, editors at UT do editing on hard copies and have typists do correction on word processors.

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CHAPTER VII. SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary

Universitas Terbuka is a new open university in Indonesia. Since its opening three years ago in 1984, more than one hundred thousand students from all parts of Indonesia have enrolled in UT. It has already developed many courses to fulfil the students' needs and more are being developed. The present course development system, accordingly, should be reviewed in order to make it as efficient and effective as possible. One way of doing this was by describing course development systems in two other institutions and comparing them with UT's.

The writer chose to study the course development procedures at the British Open University (BOU), the Open Learning Institute (OLI), and Universitas Terbuka (UT). The three systems were described, compared and analysed in order to determine ways of improving the UT course development system.

Most of the information was obtained by conducting interviews and reviewing literature. Then the information was compared and analysed. To obtain

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comparable descriptions a generalised framework was created. The three institutions' course development systems were described by using this generalised framework which comprised the major categories involved in any distance education institution and consisted of five categories: curriculum design, format design, preparing course outlines, preparing course content, and editing, revising, and approving course materials.

The descriptions were compared and analysed category by category. The apparent strengths and weaknesses of each institutions' procedures were discussed to identify whether there existed ways of improving the course development system at UT. Some recommendations for course development system was given which are expected to improve the present system being used at UT.

The three institutions use noticeably different course development systems in developing their courses. The BOU uses a course team model in which all the course team members are permanent staff at the university. OLI uses an author/editor model. The authors are hired from outside the institution and the editors are OLI permanent staff. On the other hand, UT

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uses a unique system. It seems that the UT system is in between the BOU course team model and the OLI author/editor model. UT involves a lot of people (course team model) at the curriculum and outline design stages and uses author/editor model from course content preparation stage onward.

Finally, a number of implications can be taken from BOU and OLI's course development system that could be helpful at UT. The consequent recommendations were stated in the final section.

Conclusion

Curriculum Design

The BOU course team model has shown its strengths in developing good distance education course materials. The BOU courses have raised the status of distance education in the United Kingdom. As noted earlier, BOU uses a course team model in developing its courses from curriculum design stage onward. This model is really suitable to develop good courses as long as all members work together to achieve the decided goal. However, this system is not suitable for UT because it consumes

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a lot of money to recruit and pay the needed staff for course teams. Besides, the course team members are only assigned in a certain time and certain course. This system is also too slow because UT has to develop its courses as rapidly as possible to fulfil the students' demand.

The OLI's system is not suitable for UT, because Indonesian government provided standard curriculum that UT should develop its curricula under the supervision of the government (the curriculum consortium of higher education). UT is not free in design its own curricula. Even though OLI and BOU have to fit the decided criteria, they have more freedom than UT has.

It might be that the best way for UT is to improve its system by providing good chairmen to organize and manage the work teams.

Format Design

Reading text books is very important for students to broaden their view about what they have learnt in their units (modules). UT develops in-text course materials instead of providing text books. Students will get broader knowledge if they can read more than

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their in-text materials. The solution to this problem may be by suggesting some reference books at the back of each module to help students find text books that can support their learning. The reference books should be available in public book stores or local libraries.

The number of units (module) of each course is different among the three institutions. The BOU has the largest number of units in each course. OLI and UT are almost the same in the number; the number of units of one course is small. This probably helps to keep the students' motivation high.

Providing course manuals and study guides is a good approach in giving guidance to students. UT should also do as the BOU and OLI did in providing course manuals and study guides. This is for the sake of UT and the success of students' learning.

The binding system at BOU and OLI is very good for flexibility, quality, and low cost revision. However, UT's system makes for simpler handling in the warehouse.

The provision of objectives in each section (learning activity) of each module (unit) is very important so that students know what they are studying.

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This is very important for students' learning processes.

Preparing Course Outline

The BOU appears to involve too many people (staff at BOU) in preparing course outlines. Keeping the same members from preparing the curriculum of the needed course onward is a good idea to keep the congruence of all components of a course. OLI's system in preparing its course outline is very simple. Only three people are involved continuously. They are the course writer, the consultant and a course designer. UT's system is similar to the BOU course team. It involves a lot of people, even though not as many as BOU does. The members with various specialties are invited from outside the university. By assigning the same members, discrepancies between curriculum and course outline can be avoided.

The communication system at BOU and UT is by using group meetings to communicate with all course team members. However, OLI can communicate with course writers and consultant by telephone and computer if face-to-face meeting is impossible.

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Preparing Course Content

A course is not always designed by a course designer but a course writer and an instructional technologist design a course like at BOU. At UT, a course design has been decided by the institution. This done by UT for controlling purposes, however, it really means that UT's course design has no variety. It might be boring for students to learn and the editors (course designers) are really not creative.

BOU courses are written by several course unit authors. This system can make the interaction and the congruence between units awkward. The possibility of this problem arising at OLI and UT is very small because a course is written by one course writer. A consultant and a course designer (editor) only comment and criticize the writer's work for controlling purposes.

BOU spends more time than OLI and UT in developing a course. As a result, it produces high quality and complete course material. Each course is supported by audio/video, and television programmes. However, six years is too long to develop a course.

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BOU spends too much time and time means money. Besides, there is no guarantee that a course will be six times better by spending six times longer.

Editing, Revising,and Approving

Editors at BOU are responsible only for lay out, illustration and typographical matters. They must work within institutional formats. On the other hand, OLI course designers (editors) are more 'autonomous' in designing a course because they have educational and publishing backgrounds. Editors at UT do more proofreading than editing a course. The editing system is very slow, because the edited draft must be shown to the writer for permission before it is changed.

Most editors at BOU and OLI do editing on computers and in hard copy. However, editors at UT do editing in hard copy only and have typists do correction on computers based on the edited hard copy. UT would save time if its editors could operate word processors and do the editing themselves.

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Recommendations

Curriculum Design

The system used at UT in designing and developing its curriculum is suitable for the UT condition and situation, however, it still needs some improvement to reduce its weak points. To that extent, there are some good points that UT can take from the BOU course team model and the OLI hiring system to improve its system. UT could involve more people with special expertise from outside the university. UT also could modify the OLI hiring system in hiring those experts by adjusting it with Indonesian culture. All members have to sign their contracts before they start working.

UT should send a short description of the needed curriculum and clear job descriptions to all members before they are invited into a curriculum workshop, so that they have clear a picture of what they are going to do. UT also should provide a good chairman to give an orientation to all members and to monitor the curriculum design process.

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Format Design

To compensate for the lack of textbooks in Indonesia, UT should provide copies of reference books at regional libraries, or give information about where the reference books can be found (book stores or libraries). UT should continue to keep the number of units (modules) in each course small. Course manuals and study guides should be provided to help students learn their learning materials. The binding system at UT should be retained. However, if the module is revised, UT should bind the modules into one volume. This is good for warehousing, distribution, and simplicity purposes. UT should also provide learning objectives in each section of its modules.

Preparing Course Outline

The UT system of preparing course outlines is generally satisfactory but the following points should be noted. UT should keep the same members in developing curricula and course outlines. The same candidate course writers, consultants, and editors should be involved throughout the process. This would help congruence and continuity.

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Besides using workshops as a means of communication, UT can use special delivery letters to communicate with all members; they all live in big cities in Indonesia in which the special delivery letter system is available.

Preparing Course Content

Since UT course materials are written by writers outside UT most of whom are full time staff in state universities, UT should use their services as effectively as possible. If the course writers are too busy, UT can use an interview technique. The writers should send the outlines of the needed courses before interviews are conducted. Interviews should be conducted by editors and recorded. As a consequence, UT should provide good editors to transcribe and edit the recorded interviews. UT also should train the editors in course design and instructional design.

UT should keep the same writer in writing a course so that all course components are consistent. To produce good courses, UT should perhaps give more time to the writer to write a course, from eight or ten months to twelve months.

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Editing, Revising, and Approving

UT should provide its editors with a publishing background and give them more autonomy in designing a course. A general institutional format can be retained. But editors should have some freedom to modify modules if the situation requires it.

Editors should be able to operate a computer so that they can edit the writers' drafts by themselves. In addition, UT should consider providing computers to the writers and train them to use them so that they can write their drafts on computer so UT will receive the writers' drafts in computer disks. This means UT does not need to retype the writers' drafts. This matter should be studied in terms of its acceptability to writers and its cost and time effectiveness.

Concluding Statement

This paper has described the way in which three institutions prepare course materials for their distance education students. The main objective in doing this was to search for ways in which Universitas Terbuka could improve its course development

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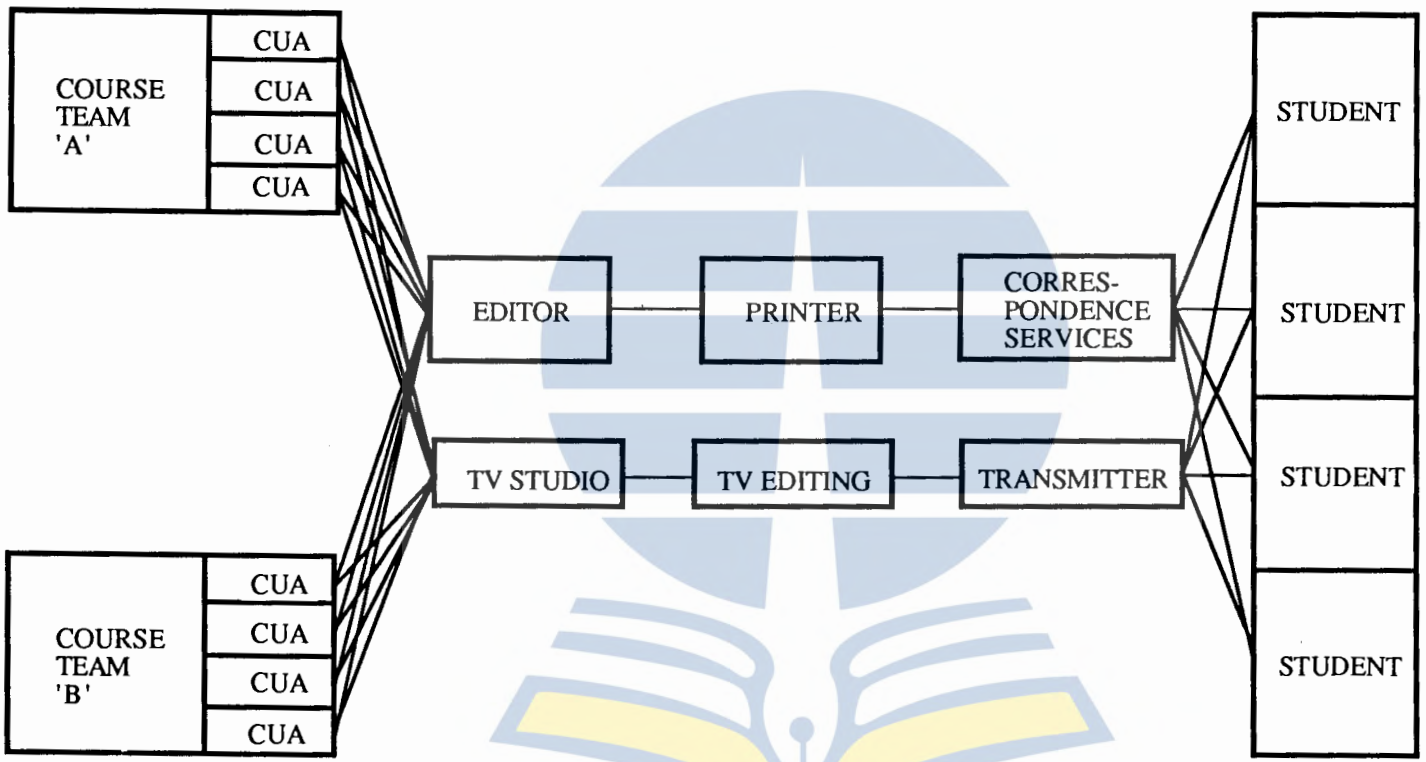
procedures. Closely related to this, the study provided an opportunity to identify aspects of the UT system that were already satisfactory. Obviously, just because one institution's systems differs from another institution does not automatically mean that one is better than other. It could mean that both were either satisfactory or unsatisfactory.

Differences between institutions' procedures also reflect differences between cultures, resources available, and the relative maturity and experience of the institutions. Obviously, the procedures at BOU, OLI, and UT reflect some of these differences. Thus, it is the writer's opinion that, all things considered, UT's procedures in preparing course materials are basically sound. Some improvements can be made rather easily and this should be done. Other improvements may require additional resources which are not available at present. In this case, UT may have to delay changes. UT's objectives should be to improve its systems to the greatest extent possible and to work forward gradual improvements in areas require new resources.

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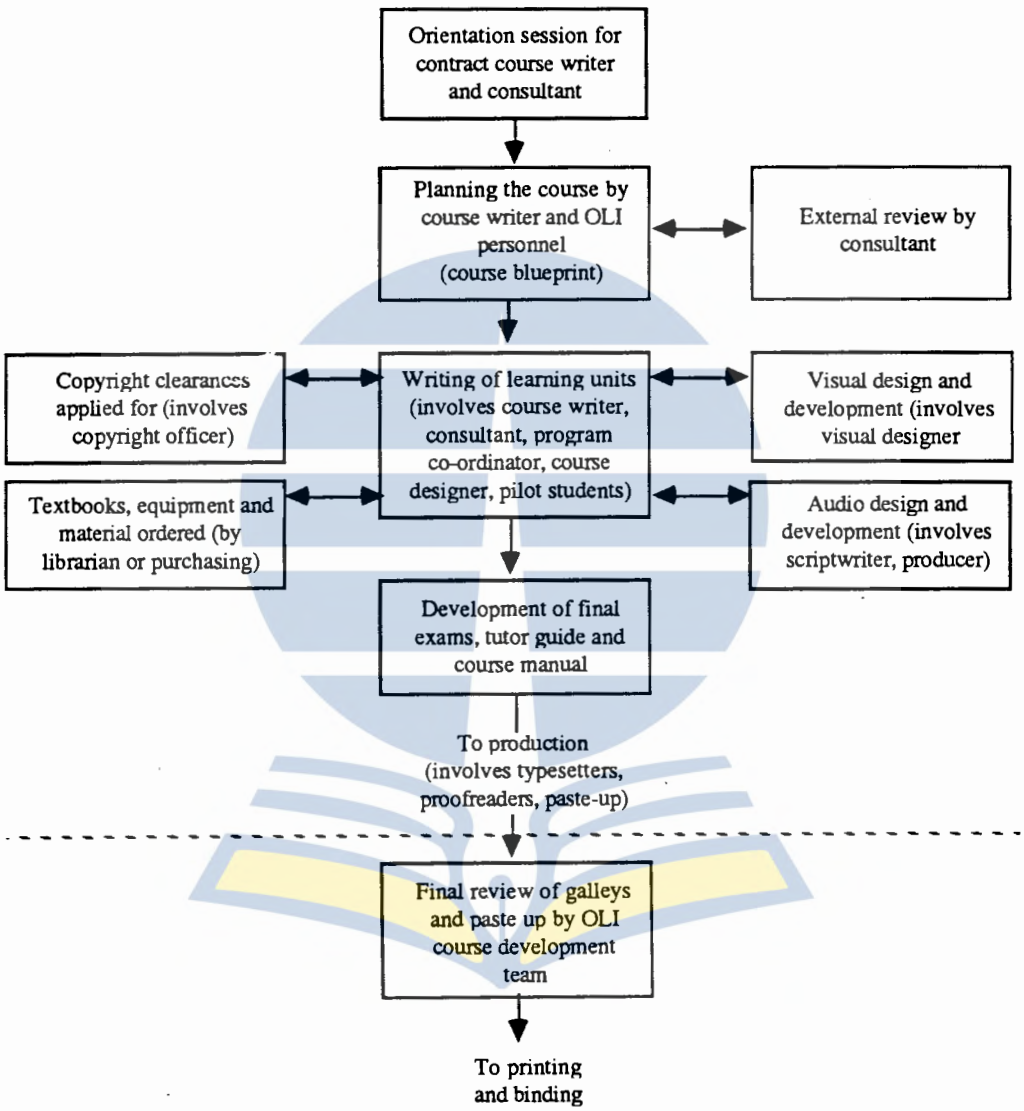
APPENDIX A: COURSE DEVELOPMENT FLOW CHART
AT BRITISH OPEN UNIVERSITY



(Source: The Open University, 1977)

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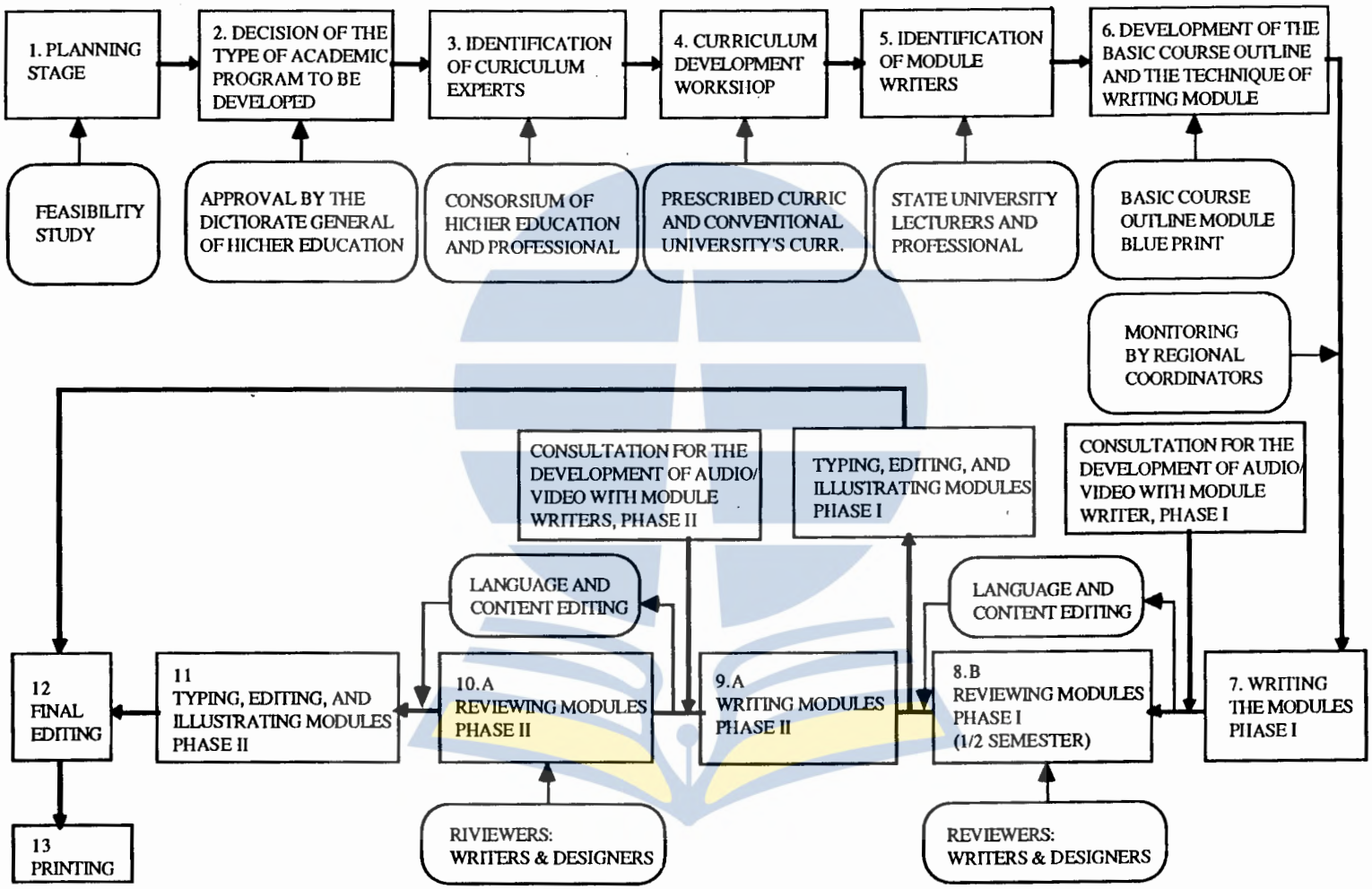
APPENDIX B: COURSE DEVELOPMENT FLOW CHART AT THE OPEN LEARNING INSTITUTE



from Kaufman, Sketches & Usukawe (1982)

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APPENDIX C: COURSE DEVELOPMENT FLOW CHART AT UT



(Source: Suparman, A. 1985)

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