

COMPETENCIES FOR TEACHERS OF INDEPENDENT
STUDY BY CORRESPONDENCE IN AMERICAN
COLLEGES AND UNIVERSITIES

By

KENNETH HERSHAL MAYTON

Bachelor of Arts
Central Bible Institute
Springfield, Missouri
1964

Master of Arts
Harding College Graduate School of Religion
Memphis, Tennessee
1972

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 1989

COMPETENCIES FOR TEACHERS OF INDEPENDENT
STUDY BY CORRESPONDENCE IN AMERICAN
COLLEGES AND UNIVERSITIES

Thesis Approved:

William R. Venette

Thesis Adviser

John J. [unclear]

Robert E. [unclear]

Charles E. [unclear]

John L. [unclear]

Noeman W. [unclear]

Dean of the Graduate College

ACKNOWLEDGMENTS

Special thanks goes to Dr. William Venable, my major adviser, for his assistance and direction throughout the doctoral process. Sincere thanks is extended to the committee members who were such an encouragement: Dr. John Baird, Dr. Robert Nolan, Dr. Charles Feasley, and Dr. John Gardiner.

Appreciation goes to the members of the Independent Study Division of the National University Continuing Education Association for their willing cooperation and participation. Dr. Charles Feasley greatly assisted in obtaining this support. Dr. Harold Markowitz, Jr., of the University of Florida was also very helpful.

Without the encouragement and assistance provided by Oral Roberts University, this research would not have been possible. Dr. Paul G. Chappell, Dean of the School of Theology and Missions, deserves special recognition. Appreciation is extended to Dorothy Morris for her invaluable word processing assistance. My faculty colleagues have been a constant source of inspiration.

I am in deep debt to my family, parents, brother, sisters, in-laws, and especially to my wife, Judith, and daughter, Meredith, for encouragement and assistance. Special thanks to my in-laws, Rev. and Mrs. Charles Robertson, for their continual support.

Thanks to all who have been a part of my life and educational journey. I thank God for being my source of strength in every undertaking.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	4
Purpose of the Study	4
Research Questions	4
Definition of Terms.	5
Limitations.	6
Assumptions.	6
Summary.	7
II. REVIEW OF LITERATURE.	8
Change in Attitudes.	9
Distance Education	12
Distance Education Teaching.	16
Correspondence Studies and Teaching.	19
Teaching Competencies.	22
The Delphi Method.	34
Summary.	39
III. METHODOLOGY	40
The Population and Sample.	40
Instrumentation.	40
Research Questions	42
Collection of Data	42
Analysis of Data	44
IV. PRESENTATION OF FINDINGS.	46
Response Rate.	46
Round I.	48
Round II	50
Round III.	53
Summary.	58
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	61
Summary.	61
Conclusions of the Study	63
Recommendations for Further Research	66
Recommendations for Practice	67
Final Thoughts	68

Chapter	Page
A SELECTED BIBLIOGRAPHY	70
APPENDIXES.	75
APPENDIX A - COVER LETTER AND RESPONSE CARD	76
APPENDIX B - CORRESPONDENCE AND QUESTIONNAIRE FOR ROUND I OF STUDY	81
APPENDIX C - CORRESPONDENCE AND RESPONSE SHEET FOR ROUND II OF STUDY.	84
APPENDIX D - CATEGORIES OF RESPONSES TO ROUND II OF STUDY	87
APPENDIX E - CORRESPONDENCE AND QUESTIONNAIRE FOR ROUND III OF STUDY	96
APPENDIX F - RANK ORDER OF COMPETENCIES AND COMPARISONS BY ENROLLMENT AND EXPERIENCE IN ROUND II.	99
APPENDIX G - RANK ORDER OF COMPETENCIES AND COMPARISONS BY ENROLLMENT AND EXPERIENCE IN ROUND III ,	103
APPENDIX H - PARTICIPANTS IN THE INDEPENDENT STUDY DELPHI PROJECT	107

LIST OF TABLES

Table		Page
I.	Participation Rate	48
II.	Rank Order Response to Questionnaire I	50
III.	Ranges Used for Survey Variables	51
IV.	Rank Order Based on Enrollment in Round II of Study	52
V.	Rank Order Based on Experience in Round II of Study	53
VI.	Rank of Highest Competencies in Round III of Study	54
VII.	Rank Order Based on Enrollment in Round III of Study	55
VIII.	Rank Order Based on Years of Experience. in Round III of Study	57

CHAPTER I

INTRODUCTION

With changing demographics in the United States, higher education leaders are having to rethink their purposes, reevaluate their delivery systems and provide opportunities to changing audiences. The traditional enrollment pool of eighteen to twenty four year old students has been declining. Forecasters were expecting a drop in overall enrollment figures this year but were surprised that attendance remained steady. The reason given for this fact is the involvement of adult learners in the system. This trend is expected to continue if universities and colleges reach out to older adult learners and attract them to the campuses, or provide ways to extend the campus to these learners.

Patricia Cross (1988) supports this view by quoting statistics from the National Center for Educational Statistics:

In recent years, virtually every category of 'nontraditional' student has grown at a faster rate than traditional groups. Between 1972 and 1982, for example, the rate of growth for women was 61%, compared to 15% of men; minority enrollments increased 85%, compared to 30% for whites; students 25 and older increased by 77%, compared to 23% for students 18-24 years of age, and part-time students increased by 66% compared to 19% for full-timers (p. 6).

Many of these learners will not be able to study on campuses because of various barriers, real or imagined, by the older non-traditional student. Generally these barriers are institutional, situational, or dispositional (Cross, 1981). "Situational" refers to

issues flowing out of the life and concerns of the adult. "Institutional" refers to barriers brought about by the organization and educational practices of the particular school. Dispositional barriers are those found within the person.

With more adult learners in the population and more of those learners desiring to complete or continue an education within more traditional frameworks of programs and degrees, institutions must become more aware of these learners and their needs. This means extending the educational opportunities through various means to this potential clientele.

This trend has been described by Cross (1988). She pointed out that the college campus is moving into a pattern of decentralization of learning. "One of the consequences of the decision to include rather than exclude people from postsecondary learning opportunities is the expanded campus that takes learning to the people" (p. 7).

Many ways have been created to attempt to meet this need to offer learners a second chance. Nontraditional ways, such as external degrees, weekend colleges, colleges without walls, learning contracts, mentoring and correspondence course have been developed for this purpose. Schools have attempted to overcome barriers through new locations, new schedules, and new delivery systems. Other institutions continue with "business as usual." The adult often has to take the initiative in providing his own opportunities.

Even if colleges try to attract older learners to the campus by new programs and schedules, there are learners who have difficulties availing themselves of the programs. These learners are still isolated from the campus by geography, economy, time schedules, family and

occupational concerns. If all colleges and universities changed their approaches, there would still be those left out of the system. There is a need to extend the campus to these people, not only in buildings, but in offerings and services.

A well established system exists in other parts of the world for meeting the needs of students who are separated from institutional services because of reasons already stated. The name to describe this approach is very simple and clear, "distance education." The concept is gaining momentum in the United States also. While the term "distance education" includes print, audio, video and computer methods, it emphasizes the fact that teacher and student are separated.

The best known and oldest system in this country for shortening the distance from campus to student is correspondence studies. While the concept has had some "bad press," it continues to be a one way for bridging the chasm. Correspondence studies remain very strong in augmenting existing campus opportunities or in providing a method to extend degrees to those distant from the campus system. With improvement and expansion, it is a viable way to help meet students' needs. It is true that some adults prefer to study alone at their own pace. Houle's typology for adult motivation can be addressed by correspondence studies. He said that adults are goal-oriented, activity-oriented or learning-oriented (Darkenwald and Merriam, 1982, p. 133), when seeking an educational experience. Independent study can assist in meeting the goal-oriented and learning-oriented adults.

The key to effective correspondence courses, like any other course of study, is the quality of instruction. The quality of instruction is generally based on the abilities or competencies of the instructor. This

research is directed to providing information which will be used in improving teaching competencies and, thus, instruction by correspondence.

Statement of the Problem

The problem was that competencies needed to teach by correspondence had not been systematically listed or researched as distinguished from the normal classroom teaching competencies. Just as there are necessary competencies needed for teaching students in a classroom setting, so there are competencies necessary for teaching in a distance format with printed materials. Most teachers of correspondence courses are taken from the ranks of regular residential instructors, which may contribute to the problem.

Purpose of the Study

The purpose of this study was to determine the necessary competencies needed by instructors who teach in a correspondence/distance format. Those best able to make this determination are those who have been preparing, instructing and grading correspondence studies. A need existed to identify these experts and systematize the necessary competencies to teach by this method. After these competencies were determined, they were rank ordered so that the results will assist in enhancing effectiveness of courses for adult learners at a distance.

Research Questions

1. What competencies are needed by Independent Study teachers of the future?

2. Which of the competencies identified are the most important for Independent Study teachers?

3. Would the identified competencies be viewed differently according to the size of the Independent Study enrollment or length of service by program leaders or administrators?

Definition of Terms

The following terms have been defined for use in this study.

Adult Learners in Higher Education--For the purposes of this study students 25 and older (Apps, 1981, p. 14; Cross, 1988, p. 4)

Competencies--knowledge, skills and attitudes necessary to effectively teach in a correspondence format.

Correspondence Study--"a form of educational activity characterized by periodical two-way communication between teacher and learner by means of stored information" (Nilsen, 1985, p. 27).

Distance Learning--"the imparting and/or acquiring of knowledge by methods used because teachers and learners are at a distance from each other" (Wedemeyer, 1981, p. 49).

Independent Study--work accomplished by the learner in his own environment, in his own style and at his own pace.

Lifelong Learning--a conceptual framework for conceiving, planning, implementing, and coordinating activities designed to facilitate learning by all Americans throughout their lifetimes (Peterson and Associates, 1979, p. 5).

Nontraditional Education--learning experiences occurring outside of the normal educational institutional setting which are not always classroom-based.

Self-directed Learning--a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and

material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Knowles, 1975, p. 18).

Tutor--the instructional person who interacts with the student in a distance education format, a synonym for teacher.

Limitations

1. The study was limited to member institutions of the National University Continuing Education Association (NUCEA), Independent Study Division.
2. The study dealt with correspondence education (print media) as a part of the larger subject, distance education.
3. Only schools offering at least a bachelor's degree and located in the United States were considered. Only programs offering academic credit were considered.
4. The emphasis of the study was on teaching, not on the production and writing of correspondence courses.

Assumptions

1. That membership in the Independent Study Division of NUCEA represented a large enough sample of colleges and universities offering correspondence courses.
2. That administrators of various NUCEA member schools were willing to participate in a series of delphi questionnaire rounds.
3. That the delphi method was a valid method for ascertaining consensus and forecasting future needs.

Summary

With an increasing adult population in the United States, and with many of those adults seeking degrees through nontraditional formats, courses by independent study may become a more heavily used option for achieving educational goals. It is important for educational institutions to provide the best courses possible for independent study. Improved competencies for teachers will need to be a part of course enhancement and improvement.

Chapter II will examine the change in attitude needed by educators to provide instruction in forms other than traditional setting. Distance education, distance education teaching, correspondence studies, and teaching will be evaluated as to advantages and disadvantages by others who have written in these areas. Finally, several aspects of teaching competencies will be reviewed. Chapter II will conclude with the background, strengths, and weaknesses of the delphi method, the instrument of measurement chosen for this study.

Chapter III will examine the methodology by observing the population, instrumentation, and data collection procedures. Chapter IV will include the summary of the research findings from the three rounds of the delphi study. Chapter V will include a summary of the study, conclusions based upon the research, and recommendations for further studies and practice in the field of Independent Study.

CHAPTER II

REVIEW OF LITERATURE

In recent years change has become the watchword in business and management as evidenced by the publication of such books as: Mega-trends, The Change Masters, Third Wave, In Search of Excellence, A Passion for Excellence, and Thriving on Chaos. These books and others like them have called for rather drastic changes in the way the customer is viewed by business. A revolution in management thought is evidenced in the American society. The message seems to be that business cannot continue as usual.

The same change is being called for in the education enterprise. Many educators are recognizing that changes in viewpoint about the student are necessary, just as necessary as the call for changes from business and management. Particularly are these changes necessary from the viewpoint of higher education administrators and planners related to adult learners. Changes in demographics and economy are pushing the need for changes more rapidly.

Educational institutions are beginning to realize that learners will not continue to come to the campus in the same numbers of the past. The successful institutions will have to become more aware of the needs of the consumers. As a result, with more adults to reach and with schools becoming more market conscious, changes will need to be made in instructional techniques and delivery systems. More and more adults

will want and need a university education, but more of them will be separated from the schools by a distance, geographically, economically, or psychologically. This means that it will be necessary to take the school to the people. Certainly, approaches have been made for many years but more efforts will be needed. Improvements will require a change in attitude by the institution providing the program and by the instructors who will teach in the programs. For the typical institution of higher learning many changes in attitude will have to occur, similar to those required in the business arena.

The literature review dealt with the competencies needed by instructors using the distance education and correspondence methods. The starting point was articles and research calling for change both in business and education. This change will be necessary before traditional instructors will change attitudes about teaching by non-traditional means. Distance education and correspondence formats were observed relative to teaching approaches. Competencies for effectively teaching in these and other formats were identified.

Change in Attitudes

Change is generally not easily accepted by those entrenched within the system whether business or education. "After all, change does require people to act, to make adjustments, to do something differently" (Ash, 1984, p. 74).

Various contemporary writers in the field of management and business are setting the pace in understanding the times. Naisbitt (1984) presented ten major trends affecting society. He stated that America is an information society, rather than an industrial society.

He pointed to the trend of self-help in America. More people are looking for help outside of the traditional educational institutions. The self directedness of adults causes them to seek their own information. As "high tech" increases so "high touch" becomes more important. This trend presents a real challenge to distance education. It also points to the necessity for teachers in a technological society to become very personal and available for students. Flattery (1984) pointed out in a conference of distance/correspondence educators:

Most of us here represent schools. Schools always have and always will exist, but the approaches to learning and teaching will vary. There will be new delivery systems. We are challenged to find new ways to test and certify learning. Fortunately for our industry, the tide of social movement is on our side. We have growing acceptance and capability in distance education (p. 32).

The management literature calling for a change in attitude toward the marketplace has a relationship to the changes to be offered by schools. In an analysis of successful American corporations, Peters and Waterman (1982) listed eight attributes of the selected companies: 1) a bias for action; 2) closeness to the customer; 3) autonomy and entrepreneurship; 4) productivity through people; 5) hands-on, value driven approach; 6) staying with what it does best; 7) simple form, lean staff; 8) simultaneous loose-tight properties. All of these represent a change in attitude. Probably the one trend of the eight with the greatest impact on educational change is, "being close to the customer." "These companies learn from the people they serve. They provide unparalleled quality, service, and reliability, things that work and last." (Peters and Waterman, 1982, p. 14).

Peters (1987) pointed to a series of prescriptions for a world turned upside down to assist the change in management thought. He said that there were five areas of management needed for a proactive performance: 1) an obsession with responsiveness to customers; 2) constant innovation in all areas of the firm; 3) partnership, the wholesale participation of a gain sharing with all people connected with the organization; 4) leadership that loves change (instead of fighting it) and instills and shares an inspiring vision; 5) control by means of simple support systems aimed at measuring the "right stuff" for today's environment.

Kanter stated the need for a change in corporate thinking and called for innovation. She defined innovation as "the generation, acceptance, and implementation of new ideas, processes, products or services" (Kanter, 1983, p. 20).

In higher education, changes in attitude will need to occur if nontraditional methods will be employed to meet the needs of the marketplace. Universities have often been bastions of a self-sufficient attitude, often even patriarchal in nature. Generally, they meet the needs of the learners if they will come to the campus. Professors often feel that the students should not only come to the campus to be educated, but must get their education within the confines of the professor's own classroom. Therefore, nontraditional methods including correspondence studies, external degrees and similar forms are seen as somewhat less in quality than traditional methods. A change on the part of the institution and its instructors will be necessary for these approaches to be accepted and recognized.

Distance Education

Since the focus of this research was distance education in general and correspondence studies specifically, it was necessary to examine some of the philosophical and theoretical underpinnings of these forms of educational delivery.

Wedemeyer (1981) called students who learn through nontraditional means, "Backdoor learners." He thought that most nontraditional learning occurs at the back doors of educational institutions. The term itself came from Jonathan Swift in 1704 when he said, "For to enter the palace of Learning at the Great Gate, requires an expense of time and forms; therefore men of much haste and little ceremony are content to get in by the back door" (Wedemeyer, 1981, p. 18).

Improvements are underway, but it is still true that much of adult learning happens at the back door. As colleges and universities recognize various forms of delivery systems to meet learners' needs, the front door can be opened.

Nontraditional education among adults is a regular occurrence as they work individually, in groups, formally and informally to study subjects and items of interest. Other than school type learning, learning seems not to be confined to place and time (Wedemeyer, 1981). Learning was occurring prior to being institutionalized in a classroom.

Instruction was first face to face. In the early days of learning, the only way to communicate was with the spoken word, and that word had to be heard. Teacher and student were then placed in an environment where this process was facilitated. The teacher and student were "chained in a space-time relationship" occupying the same space at the same time. With the invention of printing, this relationship was

changed, and all kinds of techniques continued to appear. Yet, the ancient plan of teacher and student interrelated has continued to dominate educational thought. This approach is not being denigrated, simply modified (Wedemeyer, 1981).

The postal service makes it possible to bridge the gap between teacher and learner rather than require that they be in a face-to-face relationship. Society itself has gone through various changes that present new and improved ways more related to the current needs.

The early twentieth century witnessed the annihilation of the space--time--economic boundaries that had traditionally constrained the opportunity to learn. High speed presses, inexpensive duplication devices, the telegraph, telephone, silent motion pictures, lantern slides, the phonograph, and radio did much to lessen the isolation of Americans from one another and the world (Wedemeyer, 1981, p. 25).

With technology, two-way correspondence can occur with teacher and learner separated by a distance. Teaching and learning are seen as separate functions carried out by two different persons. The classroom model is not then the only true method for education to occur; although the interaction with teacher, subject and peers is very helpful, it is not always a prerequisite for learning.

Several elements considered necessary as a part of the educational enterprise are teacher, learner, communication system and something to be taught. Normally, these are considered to be seen in the setting of the classroom, an environment for learning. However, these functions can also be accomplished outside of the typical classroom setting. With the communication possibilities available today, all of these elements can take place in a distance format. The teacher interacts with his content, and the learner can deal with the content on his own. These functions can continue separately from the two parties with various

forms of communication whether printed materials, tapes or television.

Of all the distance factors inherent in the classroom (social, cultural, psychic, and physical), only the factor of the physical distance between teacher and learner is irrelevant to learning. Yet the practitioners of the model fear any relaxation of the confinement of teaching and learning to the box because they confuse physical distance with the other kinds of distance inherent in any teaching/learning arrangement (Wedemeyer, 1981, p. 39).

These philosophical/theoretical thoughts are compatible with the general view of the nature and needs of adult learners, providing more flexibility and control on the part of the individual rather than on the institution. This is seen as actualization by Maslow, self direction by Rogers and andragogy by Knowles. Cross (1981) stated that "the more successful and established the individual is as an adult, the less satisfactory traditional college degree programs are going to be" (p. 77).

Knowles' concept of learner centered education through andragogy needs to be considered by the field of independent study by correspondence. His system is built on the fact that adult learners are self-directed to learn. They differ from younger learners because of life development. The terms of pedagogy and andragogy are being replaced with "teacher-directed" and "learner-directed." This thought allows the theory espoused by Malcolm Knowles to impact the entire age span. The theory is based on several assumptions, all of which are appropriate to the subject of teaching nontraditional learners in a way that allows for adult maturity and self direction. The theories are presented as comparisons between teacher-directed and student-directed teaching. The learner is presented as increasingly self directed as opposed to being a dependent personality. The learner brings a rich resource of knowledge and experience needing to be built upon. The

adult learner develops a readiness to learn based on life's tasks and problems. Therefore, he tends to be task or problem-centered rather than subject-centered. His motivation to learn is more internal than external and more based on curiosity than on rewards and punishment (Knowles, 1975).

Cross (1981) summed up how these ideas fit into the concept of lifelong learning:

I believe that the single most important goal for educators at all levels and in all agencies of the learning society is the development of lifelong learners who possess the basic skills for learning plus the motivation to pursue a variety of learning interests throughout their lives. There is some danger that the present educational system is geared to creating dependent rather than independent learners. Students in the formal educational system are rarely asked to think about what they should learn or how they should learn it. Most classroom teachers define the subject matter, assign readings, and test for subject matter mastery, despite the fact that such an antiquated model is increasingly incompatible with the demands of the learning society (p. 250).

Distance educators often personally espouse a more student-centered approach but many distance education materials are very directive, transmittal models. Distance education, including the more specific correspondence education, may be presenting traditional material in an innovative format. As to meeting the needs of the adult learners where they are, often these learners have no opportunity to provide input on the shape of the curriculum or to have individual differences addressed. The focus of the teaching/learning experience needs to be on the individual, whether in the traditional classroom or in a distance mode. Correspondence education allows for the flexibility of the learner's time and situation but needs to improve the learner's involvement and interaction. Nontraditional methods do not automatically meet the criteria of andragogy nor self-directed concerns (Burge, 1988).

Distance Education Teaching

The term "distance education teaching" is far more well known in Europe and other nations of the world than in the United States, although it is becoming more known as an educational option. The main point of emphasis is that the teacher and learner are physically separated. Many methods are used to bridge the communication distance. The major emphasis of this research is that distance education is the broad category and correspondence is one of the major ways that distance education is accomplished. Correspondence studies rely primarily upon the medium of print while distance education often uses many other media methods including the telephone, television, and satellite, in addition to print.

Several key principles were given for these teaching/learning methods. The learner and the teacher are separate, freeing them from a classroom location and removing the restraint of time. The system allows the opportunity to reach a large audience in an economical way. The method is systematic and involves a process of sending and receiving information, processing, grading and returning to the student. Although learner and teacher are separate, the learner need not be deprived of all the support that usually comes from the teacher (APEID, 1987).

What are the advantages and positive aspects of this form of instruction?

1. Distance education allows public education to extend its range economically and effectively to much larger, culturally very diverse populations of children and adults.
2. Teaching at a distance contributes to the democratization of education by enabling socially and educationally disadvantaged groups to achieve and express social and economic, as well as educational aspirations.

3. Some distance education follows closely the prescriptions of conventional teaching, and stimulates innovation.
4. Not only educators and broadcasters but other professional people contribute to distance education and learn its methodology for their own purposes.
5. Distance education by its use of technology contributes to the technology culture of society (APEID, 1987, p. 9).

As in any learning system there are concerns and limitations as well:

1. Some people believe that distance education should not be regarded as a replacement for classroom education but only as a support and stopgap.
2. Some people would prefer that pilot projects be undertaken before large scale operations begin.
3. Some educators consider that distance education has difficulty in achieving teacher/pupil interaction as promptly as in the classroom situation, where teaching has an immediate impact and learning is guided by the teachers' knowledge of the learners' personalities and of the problems inherent in the current work.
4. Some educators fear that the rapid introduction of some technology in education will make education dependent on alien software that might have undesirable effects.
5. Some argue that the cost of distance education ventures should only be considered in relation to resources foregone for other ventures.
6. Some are worried that case projects in education do not have primarily educational criteria but are simply experimental applications to education of technology (APEID, 1987, p. 10).

Jevons (1987) summed up the general view of distance educators in relationship to the more traditional learning format when he stated,

In short, I think it is time people stopped asking which mode is better. What an oversimplified question! They should ask what are the relative merits; under what circumstances and for what purposes is one mode preferred to the other; how could the advantages of each mode be combined (p. 12).

He further stated,

Inevitably distance education will come off second-best if it is compared with a rosily nostalgic view of campus-based education in which there is never a timetable clash to restrict subject choice; in which no student and no teacher ever has an illness or a family crisis; in which every student participates eagerly in tutorials and avidly discusses work with other students late into the night; in which all teachers are in complete command over everything they teach and are adept in every pedagogic strategy and ruse (p. 13).

Other advantages for the distance education format were expressed.

Students approach more closely the ideal of the autonomous learner, they have less disjunction from their employment and normal life, and there is greater quality control. Even in the best campus-based education, all is not perfect either. There is also a staff development effect from the discipline involved in preparing the teaching materials (Jevons, 1987, pp. 15-18).

Holmberg (1981) indicated that distance education is seldom questioned in the cognitive domain. In the affective domain, the method seems to have less power to influence students than in the face-to-face meetings. Obviously some psychomotor skills can be taught and others cannot. He contends that not all students need nor desire as much interaction and socialization through the course. Most of these students deal with socialization in their jobs, relationships and friends (p. 14).

Correspondence Studies and Teaching

The day is coming when the work done by correspondence will be greater in amount than that done in the classrooms of our academies and colleges: when the students who shall recite by correspondence will far outnumber those who make oral recitations (MacKenzie, Christensen, and Rigby, 1971, p. 7).

This statement was not made by a current correspondence school enthusiast, it was made by Dr. William Rainey Harper, generally considered to be the founder of university correspondence studies. He was the first president of the University of Chicago and established the first university correspondence teaching department during the early 1890's.

Two movements were important in the origination of correspondence programs, the Lyceum and the Chautauqua Institution. Local study groups (lyceums) were formed in the early 1800's. The basic purpose of these lyceums was self improvement. The movement disseminated scientific tracts for home study, possible a forerunner of correspondence studies (Knowles, 1977, p. 18).

Chautauqua, founded on the shores of Chautauqua Lake in western New York gave impetus to the idea of correspondence studies. It was there that Dr. Harper developed the first correspondence course in 1879. At the time he was a professor of Hebrew at Yale University.

From that beginning, correspondence studies have been utilized by colleges and universities. Feasley (1983) quoted an estimate from Baath in which he stated that three million students in the United States are enrolled in correspondence education or training (p. 16). The proper terminology for correspondence studies in a university setting is "independent study by correspondence" as determined by the Division of Independent Study of the National University Continuing Education Association (NUCEA Standards, 1981).

Dr. Harper's often quoted statement about the responsibilities of teacher and student sets the evaluation of such programs in the proper perspective:

Whatever a dead teacher may accomplish in the classroom, he can do nothing by correspondence; and if a student lacking the qualities just named undertakes work by correspondence, one of two things will happen; either he will acquire these qualities, and succeed; or he will remain as he was at the beginning, and fail. The man who does the work at all, must do it well. (MacKenzie, Christensen and Rigby, 1971, p. 8-9).

As in any teaching/learning methodology, independent study by correspondence has its advantages and limitations. Childs pointed out that correspondence study and classroom instruction use different procedures but are similar in that both assist the student in his learning, recognize objectives, provide learning experiences, seek to maintain interest, supplement with additional material, explain and clarify as needed and engage in evaluation procedures (MacKenzie, Christensen, Rigby, 1971, p. 110).

Childs continued to focus on problems associated with this teaching method. He suggested that these concerns point out major differences between correspondence studies and traditional experiences. He focused on three major categories of concern, problems related to the study process, problems related to communication, and problems related to teachers who are unfamiliar with the methodology.

Problems related to the study process included responding properly and rapidly to the students' submitted lesson in order to maintain high motivation. Often the writer of the course and the grader are not the same so expectations may be unclear and individual differences are not always encouraged in overcoming the student's loneliness and isolation.

Regarding communication problems, correspondence studies call for teachers to be better at written communication than oral communication, yet teacher training is based more on the oral. The physical separation of teacher and students does not allow for immediate correction or

amplifications. In addition, communication can be hampered because the teacher and student are sometimes unable to develop a close relationship.

More germane to this research are the problems associated with the teacher's understanding of the medium. Most teachers selected for correspondence instruction are trained and experienced in the classroom setting only. As a result they cannot understand the learner, make the necessary procedural changes or feel that correspondence students do not need much teacher assistance (MacKenzie, Christensen, Rigby, 1971, pp. 114-115).

Often correspondence courses are too rigid and do not have the capacity for adjustment to a rapidly changing world. As to learning by correspondence, Wedemeyer lists five problems: developing interest and motivation, sensing readiness, learning structure of the subject matter, learning both analytic and intuitive thinking, and evaluating progress. He identified the roots of these problems to be incomplete or delayed communication, inadequate experiences involving all the senses and imperfect conceptualization. Other reasons for problems include weak motivational devices, rigidity of formal process, overdependence upon the written word, lack of experience with a new method, absence of good interest-building devices, and lack of activities related to the senses. (MacKenzie, Christensen, Rigby, 1971, p. 127).

On the positive side, Childs, quoted by Flinck (1978), summed up the practical advantages of the correspondence study. A correspondence course is never unprepared, always waits for a sick student, requires a student to come to his "lesson" prepared, and is individualized (p. 15).

A classroom format has certain advantages as well: it provides for better individual, personal guidance, relying on the teacher's knowledge of an individual student. The classroom situation provides enriching group activities and permits the use of supplementary aids (Flinck, 1978, p. 15).

Delling, quoted by Flinck (1978) asked several questions which serve to summarize the purpose and possibilities of correspondence studies:

Which medium allows the learner to study any time he likes? Which medium allows the learner to study at his own individual pace (which can even vary within the course of this study)? Which medium allows the learner to repeat a sequence at any time and however often he likes? Which medium allows the learner to alter his study material and then to regard these modifications as ineffective at will? Which medium can be used without apparatus or special material conditions? Which medium can be easily transported and used in many different places at the will of the learner? Which medium can be used by the learner without disturbing other people in the same room? (p. 15).

Teaching Competencies

Most fields of education have attempted to list competencies required for effective teaching, whether as a college or university educator, adult educator, or a distance educator. These competencies have similarities and yet differ related to the form of delivery. Such lists reveal the kinds of items considered to be competencies by various teaching disciplines. The order of competency listings begins with the broader context and moves to the more specific. The progression is college teachers, adult educators, extended degrees, and distance and correspondence programs.

General Competencies

In an effort to upgrade teacher effectiveness at Miami-Dade Community College, faculty members and administrators "set out to identify the 'core of fundamental characteristics' that define classroom excellence for a faculty member" (Heller, 1988). Committee members agreed that excellent professors:

1. are enthusiastic about their work.
2. set challenging performance goals for themselves.
3. set challenging performance goals for students.
4. are committed to education as a profession.
5. project a positive attitude about students' ability to learn.
6. display behavior consistent with professional standards.
7. see the students as individuals operating in a broader perspective beyond the classroom.
8. Treat students with respect.
9. Are available to students.
10. Listen attentively to what students say.
11. Are responsive to student needs.
12. Give corrective feedback promptly to students.
13. Are fair in their evaluations of student progress.
14. Present ideas clearly.
15. Respect diverse talents.
16. Create a climate conducive to learning.
17. Work collaboratively with colleagues.
18. Are knowledgeable about their work.
19. Integrate current subject matter into their work.
20. Provide perspectives that include a respect for diverse views.
21. Do their work in a well-prepared manner.
22. Do their work in a well-organized manner.
23. Are knowledgeable about how students learn.
24. Provide students with alternative ways of learning.
25. Stimulate intellectual curiosity.
26. Encourage independent thinking.
27. Provide cooperative learning opportunities for students.
28. Encourage students to be analytical listeners.
29. Give consideration to feedback from students and others.
30. Provide clear and substantial evidence that students have learned.

Feldman (1976) analyzed a body of material from research on how college students view the qualities of the superior college teacher. The following characteristics were consistently associated with superior

teachers or teaching: stimulation of interest; clarity and understand-
ableness; knowledge of subject matter; preparation for, and organization
of, the course; and enthusiasm for the subject matter and for teaching.
Friendliness, helpfulness, and openness to others' opinions were
characteristics that students said they preferred in teachers (p. 243).

Apps (1981) interviewed exemplary instructors for returning
students and found nine teaching principles. He observed that "how
effective an instructor has been with traditional students will deter-
mine the extent to which changes are necessary for this instructor to
become effective with returning as well as traditional students"
(p. 145).

The nine traits elicited by Apps were: know the students; use
student experience; tie theory to practice; provide a climate for
learning; offer a variety of formats; offer a variety of techniques;
provide feedback; help students find resources; keep out-of-class
contacts (p. 145-146).

Butcher and Le Tarte (1968) provided information about competencies
for teachers in adult basic education in order to provide proper and
ample training opportunities for developing these competencies. They
quoted Arthur W. Combs as he differentiated between the better teacher
and the poorer teacher. Combs stated that good teachers perceive their
purpose in freeing rather than controlling students, are more concerned
with larger rather than small issues, self-revealing more than self-
concealing, and further process over achieving goals. They also help
rather than dominate, understand rather than condemn, accept rather than
reject, value rather than violate integrity, are positive not negative,
are open to experience and are tolerant of ambiguity (p. 81).

Grabowski (1981) observed the competencies of adult educators from several studies and found the competent adult educator:

1. understands and takes into account the motivation and participation patterns of adult learners.
2. understands and provides for the needs of adult learners.
3. is versed in the theory and practice of adult learners.
4. knows the community and its needs.
5. knows how to use various methods and techniques of instruction.
6. possesses communication and listening skills.
7. knows how to locate and use education materials.
8. has an open mind and allows adults to pursue their own interests.
9. continues his or her own education.
10. is able to evaluate and appraise a program (p. 6).

Bunning (1976) determined the major categories of skills and knowledge needed for adult educators based on six functions: the adult educator himself; the field of adult education; the adult learner; the adult education environment; adult education programming; and the adult education process. He utilized the delphi method to sample 141 professors of adult education.

The term "competencies" was defined by Loth (1984) as knowledge, skills, and attitudes. Most studies combine these facets rather than listing them into three distinct categories. By allowing such a broad definition, various studies may be more easily compared and contrasted.

These previous lists were provided in order to give an idea as to how competencies are determined and listed. Listings of this nature are common to most instructional areas. Likewise, some attempts have been made to systematize competencies and the training methods for teachers of distance/correspondence education. Such attempts do not seem to be as complete and systematic as needed.

Mocker and Noble (p. 46) reported on a study which determined competencies needed for part-time adult educators. Part-time status was

determined by working less than 35 hours per week and less than nine months per year, paid by an hourly rate, receiving no additional benefits, and considered to be a substitute employee.

The competencies used were established in a study conducted by the Center for Resource Development in Adult Education, University of Missouri-Kansas City. In that study, literature was examined relative to competencies needed for ABE (Adult Basic Education) teachers. From the statements, 173 were selected. A panel of selected adult educators rank ordered the statements. The top 24 competencies were then used to train part-time adult education teachers.

The first three competencies were: communicate effectively with learners; develop effective working relationships with learners; reinforce positive attitudes toward learners. These competencies were directed toward using the competencies as training goals for part-time teachers. "Staff development of part-time teachers should concentrate on the classroom and the interaction between the teacher and the learner" (p. 46). Competency in subject matter was assumed.

Qualifications for the continuing education professionals (administration, faculty, and staff) were listed under six suggested criteria by Strother and Klus (1982, p. 195). They were given as guidelines to use in hiring staff. The six criteria, which could also be referred to as competencies, were: an inquiring mind; rapport; technique (skill in choosing and using methods); enthusiasm (in maintaining a critical level of student involvement); action-orientation; creativity (in identifying content, choosing methods, and promoting programs). The list was very general and broad, but as the authors pointed out, "...that these [criteria] are important indicators of

future success in continuing education, but also that they can be assessed to a reasonable degree through observation, interview, and inquiry" (Strother and Klus, 1982, p. 196).

In the seminal work on extended degree programs, Medsker and Edelstein et al (1979) attempted to define the major competencies needed for teachers in this format. They stated that "the most important of the new staff roles emerging in individualized study programs is the instructional relationship between student and teacher" (p. 184). These teachers combined the functions of advisor, instructor, and facilitator somewhat like a "master teacher." They further stated that a high priority is given to the use of "alternative learning resources, both human and material" (p. 185).

In addition to using varied learning resources, other new skills are required of faculty in individualized programs: how to evaluate credit for life/work experience, how to write educational contracts and narrative transcripts and how to act as 'ombudsmen' for their students" (Medsker and Edelstein et al, 1975, p. 188).

In the sequel to this work they included two important attitudinal competencies, "evidence of positive attitudes toward the extended degree concept and willingness to accept a nontraditional role" (Medsker and Edelstein, 1977, p. 33).

Distance and Correspondence Competencies

Listings of such competencies for the specialized field of distance and correspondence education must be a priority if training programs are to follow which assist in developing the necessary competencies. It appears that there is not always a clear distinction between competencies needed for campus-based teaching and independent study instruction. This view can lead to a failure to recognize the

uniqueness of each form. If the key to effective teaching by correspondence is the quality of instruction, then the improvement of such courses hinges on determining the teaching competencies and the training methods to develop such competencies.

The distance educator needs several capabilities from the beginning: skill (good quality of technical skills); tolerance (adversities and anxieties, frustrations, delays); cooperation; flexibility (constant readjustment of role, task and function); innovation (APEID, 1984, p. 24).

Tutor/evaluator responsibilities include: correspondence with students; holding face-to-face sessions; giving prompt, accurate and constructive feedback to students; marking assignments; sending in results; providing guidance and counseling to students; and providing feedback on students' problems and procedural difficulties (p. 35).

Sewart (1987) alluded to the two-part idea of preparation and presentation. Under teaching skills he lists several for consideration:

1. Two-way written communication. "The way in which students perceive their relationship with their teachers will influence considerably the way in which they respond in terms of their written work" (p. 165). "Moreover, the students' initial experience of written assignments is likely to be an enduring one and will colour their future attitude to this activity" (p. 165). He refers to the role as that of a "mediator." Greater clarity is called for in the written method because inflections and body language are not possible.

2. Face-to-face tuition (the act of teaching) can be remedial, supportive, interpretative, evaluative of the comprehension of ideas being taught by correspondence.

3. The counseling role. The British Open University uses a tutor-counselor primarily in showing an appreciation of the students in the learning environment and providing support for them.

Baath conducted a study on 34 European distance education institutions and determined a rank order of competencies to be:

1. To give the students effective feedback, to help them to correct their mistakes and control their progress.
2. To motivate the students, owing to the fact that the assignments for submission serve as sub-goals.
3. To make it possible for the school to evaluate the students' achievements during the course, in order to be able to give each student help (formative evaluation).
4. To give the instructor/tutor opportunity to motivate the students by giving them encouragement and praise.
5. To activate the students.
6. To give the students opportunities for application and transfer of their knowledge.
7. To make it possible for the school to evaluate the students' achievements and make their solutions, in order to be able to give them certificates at the end of study (summative evaluation).
8. To give the school feedback, to help it to find out how well its instruction works and in what ways the material should be revised.
9. To create opportunities for contact between students and school, in order to counteract students' feelings of isolation.
10. To give the students opportunities for survey, summing up and integration of various parts of the unit (or different parts of the course).
11. To focus the students' attention on important learning objectives.
12. To serve as a means for the students to revise the whole study unit.
13. To teach in such a fashion that knowledge is retained, through practice in writing.
14. Sent according to schedule, to compel the students to regular work (Holmberg, 1981, p. 95).

David Roberts (1984) listed possible and typical problems associated with students studying at a distance. These problems dictate possible competencies needed to correct deficiencies: non-receipt of subject materials; inability to procure texts; need for extensions; advice concerning subjects for re-enrollment; problems related to examinations; advice on study techniques; advice regarding residential school procedures; problems in understanding subject content; difficulties in receiving quick and meaningful feedback; lack of motivation; lack of confidence and fear of failure; lack of physical resources.

While there are differences between distance teaching and traditional teaching there are also similarities because both modes deal with basic learning principles.

These generally accepted principles throw upon teachers using any other methods, the clearly defined principles of teaching in general. They must motivate their students. They must design exercises adapted to the level of the student which will stimulate him, give purposeful practice, repetition, and reinforcement and provide an opportunity to apply the principles he has learned in previous situations (Erdos, 1967, p. 10).

In a study in 1983, Kelly and Swift offered students eighteen tutor characteristics to rate as to importance with 3,411 participating. Their most valued tutor characteristics were: grades assignments fairly; clarifies and explains the most important concepts and main themes; provides helpful and constructive comments; thoroughly conversant with the course so that he/she can deal with any problems arising from it; a good communicator at tutorials. Less valued characteristics were: works actively at helping students keep up their interest and motivation to study the course; is sympathetic to course

aims; consults with the group on how tutorial time should be used; get to know the students as individuals (p. 38).

Kelly and Haag (1985) included ideas for instructors, illustrated by a section of materials from an introduction to philosophy. The author of the course broke down the competencies into several categories:

1. Responding to correspondence assignments. We have to turn the student, in many cases, from passive recipient of information into an active critical participant in the process of forming her views and critical responses to the material presented.

2. Closing the gap between student and marker. As markers we could suggest the student attempt to contact knowledgeable individuals in her community in order to discuss some of the issues from the course, or in order to play back some of her critical views or arguments.

3. Establishing a personal rapport. Ideas included: tutorial tapes sent to all students with introduction and problems encountered by previous students; provide a telephone number where the instructor can be reached during the day; produce a mini biography of the course developer and request the student do the same; welcome students in the first assignment; see yourself in the students' circumstances.

4. Production of comments or evaluations: underlining or boxing in a passage, number it and put comments on another sheet; indicate how other students have fared on the same assignment; sometimes include samples of the best answer on a particular assignment; address student by name, end comments by signing your own name.

5. Grading correspondence assignments: provide students taking the course with exchange list of names, phone numbers and addresses of other students.

6. Individually measure growth, use first assignment as a means to give a sampling of grading (pp. 106-124).

Athabasca University in Canada does attempt to assist tutors with a handbook and training and development activities. They found it to be difficult because of the confusion of roles among the tutors.

A common dilemma faced by tutors is how to reconcile the prevailing philosophy of adult education, which tends to recognize the individual as the best determinant of his or her learning needs, with their daily experience, which indicates that students lack the motivation, study or time-management skills or prior education complete the the course requirements (Smith and Kelly, 1987, p. 148).

Feasley (1983) described the distance education teacher as a mentor who assists students in their independent learning by answering students' questions, directing students to appropriate additional resources, giving emotional support (continuing or leaving a course), orchestrating group and individual meetings, monitoring progress, improving quality of interaction, relating a fixed course to individual needs, keeping records, face-to-face tutorials, counseling, using the telephone, advising students on how to study, providing feedback and motivating students (p. 10).

The University of Oklahoma provides its instructors with a Writer's Hornbook in which instructors are given very basic expectations as to competencies: give a timely response (five-ten days); staying available to the students; dealing with problem students and grading lessons and exams (Burgeson, 1984, pp. 9-10).

The University of Florida's Faculty Handbook for Independent Study (1988) includes faculty responsibilities in Section 2. Emphasis is placed on two areas: Grading Assignments and Motivating Students and Record keeping and Reports.

Since isolation is a major problem for the independent study student, motivation was stressed. Suggestions for encouraging the student to course completion included making comments on written assignments, making personal comments, and returning written assignments promptly (pp. 71-72).

The importance of the independent study was presented to each faculty member:

Independent Study is not addressed to a roomful of students; it is directed at a single learner, through the media of a study guide and a series of critiqued papers. It thus encourages a conversational mode of expression--addressing the learner in the first person, or even in Socratic dialogue, is perfectly reasonable. Though a one-sided conversation until the student submits an assignment, it offers the possibility of a potent intellectual force" (p. 61).

A thorough training manual was developed by Roger Lewis (1981) describing in detail the competencies needed for teaching in an open learning scheme. The course was in a self-study format, actually a type of correspondence course on how to teach by correspondence. As such it is a valuable training tool. It is full of ideas, suggestions and samples supporting the key points.

After an introduction describing the changing roles of teachers, he addressed the following areas:

1. Assignment comments and marking: supporting the student; assessing the student; continuous assessment
2. Using the learning materials: what the materials do; materials produced by the tutor
3. The counseling role: entry to the course; first assignment; mid-course blues; the examination
4. Keeping records

5. Face-to-face sessions: preparation before; preparation during; preparation for ending

6. Using the telephone: problems with; expense; availability and access; attitudes; contact and support; calls dealing with a specific questions

7. Study advice: examples; review; references

Burge (1988) sounds a caution and gives a challenge regarding the expectations and goals for teaching in the distance format.

We need not so much self-directed learning as much as self responsibility for learning. We need not so much to admire the independence of learners as we need to facilitate the interdependence of learners and the collaboration of educators. We need not so much to protect the traditional roles and skills of educators as to develop more facilitative ones and expand our notions of professional responsibility (p. 19).

The Delphi Method

The delphi method was selected as the most appropriate for achieving the purposes of the study. The delphi was developed by the Rand Corporation in the early days of World War II. The government had asked the Rand Corporation to forecast which American cities were targeted by German bombers and what the consequences might be (Zemke, Kramlinger, 1984). If experts were consulted the results would be very individualistic with no consensus and no forecast. It was therefore "conceived by Rand specialists to allow individuals to focus their opinions on an unknown in hopes of reaching discernable convergence of opinion" (Zemke, Kramlinger, 1984, p. 150).

The technique was named after the Oracle at Delphi, who held forth in the sixth century B. C. People who wanted to look into the future submitted written questions to the Oracle's temple. These were answered by a priestess, who uttered mystical sound from a deep trance. The sounds were then

interpreted to the questioner by a priest who spoke in verse (Zemke, Kramlinger, 1984, p. 150).

In the organizational context the technique can be used for planning strategies, forecasting future situations, planning and developing new products and generating probable cause lists for specific problems.

Rasp, in a study applying the delphi technique to educational planning and decision making, pointed out:

It is in the area of educational planning that the delphi survey process can make its major contribution....The delphi technique is a highly useful way to collect data for decision-making purposes in all of these planning stages. Its strengths are that it involves whole communities of human beings who will ultimately be affected by the decisions made, and it requires participants to consider basic issues and make a clear statement of their viewpoints concerning them. The pool of resultant information is an invaluable ground of date on which action decisions may be made (Rasp, p. 324).

The method usually involves making contact with the respondents through a set of mailed questionnaires with feedback from each round of questions. This feedback is then used to produce more refined opinions in succeeding rounds. Three or four rounds are usually used although the exact procedure may vary depending on the purposes of the study.

Bunning (1976) quoted DeBrigard and Helmer in showing that the method served to:

1. elicit relatively brief statements regarding expected major developments in a variety of fields,
2. offer these points of view to other members of the group to elicit their opinions, and
3. establish an overall set of expectations without a great deal of argument or debate.

As in any consensus and forecasting tool there were advantages and limitations in the method. Rasp listed the advantages of the method as: it has strength and utility; collects and organizes judgments in a systematic fashion; it gains input; it helps establish priorities; it builds consensus; it organizes dissent. He also pointed out that in a round table (face-to-face) consensus effort that evidence suggests that such decisions are made faster as the dinner approaches, the group member with the highest status carries the greatest influence upon the group, there is a desire for group approval, and can focus on conformity rather than objective truth (Rasp, p. 321).

Disadvantages or limitations have included: the uncertainty of the future; construction of the questionnaire, particularly the second one; the pull toward consensus is strong particularly when the respondent finds that he is in the minority (Rasp); offers little explanatory power; administrators still have to make decisions based on what has been revealed (Rasp); takes a great deal of time; possible communication problems can develop; some future events are unknowable; difficult to distinguish between desires and forecasts; important possibilities are often overlooked (Bunning, 1976); can be expensive although much less than trying to get the experts together.

The delphi has been used for several different purposes. As a way to more effective decision making in a school system (Rasp), respondents were asked to respond to a questionnaire predicting what students would need from the schools in the next decade and what the school district should do to facilitate these projections. In the next round they were asked to evaluate the statements from the first round from a low of one to a high of six to determine priority. In the third round each

respondent was asked to join consensus or dissent from the feeling of the group.

Reeves and Jauch (1978) used the delphi to determine curricular needs in a business school in the midwest. The study was explained to the participants in the following way.

The study will consist of a series of questionnaires. Round one will be a call for responses to broad general questions concerning curriculum. Responses will be edited, combined, and summarized. Summary responses will be presented to participants in round two, where you will be asked to rank responses on certain quantitative scales. Median rankings and interquartile ranges will be provided to participants in subsequent rounds. Given this additional information, you will be asked to reconsider your rankings. If a ranking is outside the interquartile range, you will be asked to state reasons supporting your position. These reasons will be summarized and presented to participants in subsequent rounds in an attempt to move toward consensus (p. 160).

Zemke and Kramlinger (1984) cited the case in which the delphi was helpful in an industrial setting. First line supervisors were asked to speculate on causes of absence by the employees, then to achieve consensus on the top five and to speculate on the best solutions to these problems. It seems that they were able to overcome the posturing often found in a face-to-face setting.

Two similar dissertations used the delphi method and were particularly helpful to the accomplishments of the two projects. These two dissertations related more to the use of the delphi technique in the adult education setting.

Bunning (1976) used the method with 141 professors of adult education to determine skills and knowledge needed by future adult educators. He described the procedures in the following manner:

The present study utilized a series of four questionnaires: 1) the first solicited open ended responses to the questions, "What knowledges (and what skills) will be needed by the adult educator of the coming decade?"; the second asked

respondents to prioritize the statements generated by Questionnaire I on a five point rating scale; 3) the third fed back the modal consensus of respondents in Questionnaire II and asked respondents to either join consensus or to defend their lack of consensus for individual statements; and 4) the final questionnaire asked respondents to choose learning experiences which would be most appropriate for the adult educator to learn the knowledges and skills which were rated as "highest priority" on Questionnaire III (pp. 4-5).

The research fell into six categories: the adult educator himself; the field of adult education; the adult learner; the adult education environment; adult education programming; and the adult education learning process.

Loth (1984) conducted a study to determine the primary competencies and most effective learning experiences for trainers of volunteers in Evangelical churches. In the first round, research participants were asked to list what they perceived to be the fifteen most important competencies for a trainer of church volunteers.

For each competency listed, the participants were asked to describe the most significant learning experience they had which helped to develop that competency. In addition, in the first round the trainers were asked to submit names and addresses of two church volunteers who had participated in a training program in the church within the last two years. These church volunteers were sent the questionnaire titled, "Survey of Volunteers" and asked to list what they perceived as the 15 most important competencies for a trainer of church volunteers. That ended the first round.

The results of the first mailing were tabulated and the responses were placed into logical categories, both of competencies and learning experiences. The list of competencies and learning experiences of the trainers was sent to that sample group and the list completed by the

volunteers was sent to that sample. In each case, the participants were asked to rate the top ten learning experiences as well.

After tabulating the responses to the second round, the list of competencies determined by the trainers was condensed to the top twelve and the list of learning experiences was condensed to the top ten. The lists were then sent to those who had responded to round two and the participants were asked to rank each item listed.

Summary

In the Review of Literature various studies were examined in which distance education, correspondence studies, and teaching competencies were analyzed for strengths and weaknesses. Writings by authors from Europe, Australia, Canada and the United States were evaluated. Literature dealing with teaching competencies in general and specifically was included. A change in attitude by educators was called for if independent study is to gain greater acceptance in American higher education. The background to the delphi method was reviewed since it was the data gathering tool.

The remainder of the study will be presented in the following format: Chapter III, Methodology; Chapter IV, Presentation of Findings; and Chapter V, Summary, Conclusions, and Recommendations. In Chapter III the methodology will be examined by observing the population, instrumentation, and data collection procedures. Chapter IV will include the summary of the research findings from the three rounds of the delphi study. Chapter V will include a summary of the study, conclusions based upon the research, and recommendations for further studies and practice in the field of Independent Study.

CHAPTER III

METHODOLOGY

The purpose of this research project was to determine the primary competencies needed for the future by instructors in independent study by correspondence. The general expectation of the study was to also develop recommendations for correspondence administrators and instructors in American colleges and universities.

The Population and Sample

The population for this study consisted of the Directors of Independent Studies at member schools of the Independent Study Division of the National University Continuing Education Association. There were 72 member schools listed in the association's membership at the time of the study. Since most colleges and universities involved with independent studies by correspondence were members of the NUCEA, it was determined to survey the entire population. The sample of the population were those individuals who responded affirmatively to participate in the several delphi rounds.

Instrumentation

The delphi method was chosen for the study because it is a tool designed to bring about consensus for decision-making or forecasting. The purpose of the study was to obtain a consensus of opinions from a

large number of administrators from a wide geographical location. The delphi seems to fit that expectation.

Since various sizes of programs were involved in the study, the delphi provided a sense of anonymity which encouraged a free flow of expression without undue influence by the larger or stronger programs. Participants were unaware of peer choices until the last round of the study.

The use of the delphi was consistent with similar educational research projects which had used it as a methodology. Their purpose was also to come to a consensus for the purpose of decision-making or forecasting.

Rather than critiquing schools for not establishing competencies for its independent study instructors, the delphi called for projections regarding competencies needed in the future. This procedure possibly helped reduce the anxiety and threat to existing programs examined during the research. Greater objectivity and participation may have been achieved.

The delphi method allowed the use of the mail for developing a group consensus among member schools rather than getting all of the participants together which would have been prohibitively expensive. Expense was involved, but minimal compared to a conference gathering.

As described earlier, the delphi consists of several rounds of questionnaires with each one successively moving closer to agreement. The steps in the process are given in order to clarify its operation during this research.

Research Questions

1. What competencies are needed by Independent Studies teachers of the future?
2. Which of the competencies identified are the most important for Independent Studies teachers?
3. Would the identified competencies be viewed differently according to the size of the Independent Studies enrollment or length of service by program leaders or administrators?

Collection of Data

The following steps established the format and sequence of activities utilized in the delphi method.

Step 1

Letters were sent to the directors of Independent Studies departments which were members of the Independent Study Division of the National University Continuing Education Association. Seventy-two schools were listed as members of the organization according to the annual research report. The letter described the nature of the study and the delphi process. It asked those contacted if they would agree to participate in the study. A return card was provided for the individual's response. Those individuals who did not respond were contacted by telephone and given another opportunity to participate. Those who agreed to serve in the Independent Study Delphi Project constituted the sample of the total population.

Step 2

All who agreed to serve were sent a letter thanking them for their participation and giving them directions for Round I. In addition, a response sheet was included asking for the respondents to list from five to ten competencies for the Independent Studies teacher of the future. These were not to be prioritized in any way, simply listed. A self-addressed and stamped envelope was included in which to return the response sheet. After several days, one telephone call was made to follow up on those who did not respond quickly.

Step 3

As response sheets were returned, competencies were listed on a master sheet. Similar responses were clustered and categories were created. Titles for the various categories came directly from the wording suggested by the respondents. No attempt was made to edit the responses, but the various competencies were grouped under appropriate categories as determined by the researcher. The lists did follow a general pattern, with most categories consisting of many similar or identical responses. A total of 25 categories were established. The respondents were also asked to list their institution and the respondent's number of years of service in Independent Studies.

Step 4

Round II of the delphi was then put into motion. Respondents were sent a letter thanking them for continued assistance and describing the next steps. The response sheet of 25 categories of competencies was included, with each category having a blank to the left. They were

asked to rank the competencies by placing a rank of one (high) to ten (low) in the appropriate space. In addition, information sheets were enclosed. These included all of the responses under the categories selected for the response sheet. This allowed all to see their own wording and the manner in which the responses were grouped. Again, a self-addressed and stamped envelope was included for returning response sheets. Telephone calls were made to any who did not respond within the range of time met by most respondents.

Step 5

After rank ordering was accomplished, Round III of the Delphi Project went into effect. Respondents were sent the top nine competencies based on selection in Round II. In this round they were asked to again rank them from one to nine (with one being the highest). This ranking allowed for consensus as compared to the previous ranking. Any dissent from the majority was observed.

Step 6

Following the three rounds of questionnaires and rank ordering the competencies, results were sent to all participants, along with a letter expressing gratitude for participation.

Analysis of Data

Since the delphi methodology seeks to develop consensus through a series of contacts with the participants, it also develops its own process. The emphasis was on the collection process. The product derived from the process was the competencies needed for Independent

Studies teachers of the future. Therefore, a limited amount of statistical procedures were performed.

In Round I respondents were asked to list from five to ten competencies. These were compiled, categorized, and returned to the participants. In Round II each participant was asked to select and rank ten competencies from a list of 25 categories.

Since respondents were ranking the top ten competencies, a frequency count was made for all 25 categories. In addition, rankings were established by ascribing a point value of 10-9-8-7-6-5-4-3-2-1 from the highest rank to the lowest.

Also, observations were made as to the choice of competencies since they could be knowledge, attitudes, or skills. Were more of any one of these definitions in greater prominence? These observations were included in the findings.

Rankings were analyzed from two areas of correlation, size of enrollment and years of experience, to see if any differences were evident. Three ranges were used in enrollment, 10-1,999; 2,000-4,999; 5,000+. Three ranges were used on the respondents' experience in independent study, 1-9 years; 10-19 years; 20+ years.

CHAPTER IV

PRESENTATION OF FINDINGS

In this chapter the results of the delphi study conducted among the members of the Independent Study Division of the National University Continuing Education Association (NUCEA) are presented. Administrators of these member schools were asked to establish consensus on these major competencies through a series of three rounds of questionnaires. The chapter is divided into four sections, presented in the following order: (1) Response rate, (2) Round I, (3) Round II, (4) Round III.

Response Rate

A total of 72 colleges and universities were members of the Independent Study Division of NUCEA. The chief administrator of each member school was contacted, given the expectations of the study, asked to participate and respond with a yes or no. Of the 72 administrators, 63 agreed to be involved.

Respondents were asked to return a card in which they had indicated a yes or no to participation. Five returned cards with the indication that they would not participate. Three of the five listed reasons for their choices. One was to be out of the country, another was to be away all summer, and another stated that his institution didn't develop courses in the same manner as other programs. Two respondents stated that they would not be able to participate but did not give a reason.

After most cards had been returned, members of NUCEA who had not responded were contacted by telephone. One program director stated that his school had only three telecourses and felt that participation would not be of the greatest help. Others who were contacted declined to participate or did not return calls.

A high response rate may have been aided by the inclusion of a cover letter from Dr. Charles Feasley, Chairman of the Research Committee of the Independent Study Division. In addition, the organization represented most major colleges and universities in the area of independent study by correspondence. The topic of the study seemed to attract interest as well.

Of the 63 who formed the sample of the population, 57 returned the first questionnaire which called for a listing of from five to ten competencies for teachers of independent study by correspondence. The response rate was 90%.

In Round II respondents were provided with 25 competencies derived from categorizing related thoughts. Respondents were provided with a response sheet and a copy of all responses generated in Round I. They were asked to rank the top ten competencies from one to ten. In this round, 56 of the 57 respondents from Round II returned the questionnaire for this round. The 56 responses out of a possible 63 yielded an 89% return rate.

In Round III the rank-ordered listing was returned to the participants and they were again to rank order the nine competencies of the previous round. Fifty-six out of the 56 participants of the prior round returned questionnaires. An 89% return rate was repeated.

Of the 63 making up the sample for this study, 56 completed the entire project, an 89% response rate.

TABLE I
PARTICIPATION RATE

	Participation %
63 confirmed participants	
57 participants - Round I	90%
56 participants - Round II	89%
56 participants - Round III	89%
56 of 63 participants completed project	89%

Round I

Participants were asked to list from five to ten competencies needed for teachers of independent study by correspondence. Competencies were defined as knowledge, skill, or attitude. No other directions were given in the correspondence with the administrators.

As the questionnaires were received, the competencies were listed in broad clusters of categories. This process continued through several refinements until 25 categories were identified. These category titles came from the wording of the respondents. They were not edited, simply categorized in similar patterns of thought. No entries were eliminated

and all respondents received eight pages of competencies in the exact wording as received. (See Appendix D.)

The first category was labeled "Ability to communicate in writing" and included such items as "excellent communication skills"; "clear, concise writing"; ability to write clearly (clear and understandable outline"; high level of skill at written communication."

"Knowledge of content area" was another general category title and included such items as "thorough knowledge of subject matter"; in-depth knowledge of subject"; "up-to-date knowledge."

These two samples represented the approach used throughout the entire procedure on all 25 competency areas.

Some of the categories were similar and distinctions were difficult to achieve. For example, "Understanding the unique needs of independent learners" and "appreciation of unique strengths/weaknesses of adult learners" seem similar. In interpretation, independent learners encompassed all ages, traditional students and nontraditional students. Adult learners referred more to the characteristics of adult learners specifically.

"Providing pertinent comments on students' work" and "interact with students to reinforce and motivate" seemed similar. They were related topics, but each contained elements that could be considered separately. Additional categories could have been created or combined, but the arrangement and flow of these topics seemed workable, clear, and understandable. Observing all of the topics under each category allowed the respondents to see the general context of the titles and gain a clearer definition of terms.

Round II

A questionnaire with 25 competencies was sent to each participant with directions to rank the top ten from one (low) to ten (high). Each response was given a point value: 1-10; 2-9; 3-8; 4-7; 5-6; 6-5; 7-4; 8-3; 9-2; 10-1. Based on point totals, rankings were determined.

TABLE II
RANK ORDER RESPONSE TO QUESTIONNAIRE I

-
1. Promptness in returning lessons or assignments
 2. Ability to communicate in writing
 3. Knowledge of content area
 4. Providing pertinent comments on students' work
 5. Willingness to incorporate teaching techniques suitable for independent study
 6. Understanding the unique needs of independent learners
 7. Willingness to respond to student questions and problems
 8. Interact with students to reinforce and motivate
 9. Believe in and support this method of instruction

(See Appendix F)

The rank totals went from a high of 334 to a low of 2. The break came between number nine and ten on the list of 25 competencies. Number nine ("believe in and support this method of instruction") accumulated a total point value of 140. Number ten received a tally of 96 followed by 75, 74.5, 72, 65, and 62. All of these were under 100 and well under number nine at 140. The break was made at that point. To have taken any below that point would have meant taking several more competencies

and creating a more complicated decision. The purpose of the delphi technique was to get a clear consensus.

The data was stratified around two variables: size of the independent study enrollment and years of experience in independent study. These variables were derived by asking respondents for the information on Questionnaire II and III. After reviewing all of the survey data relative to these topics, the following ranges were established:

TABLE III
RANGES USED FOR SURVEY VARIABLES

Size of Enrollment (actual enrollment, not number of courses)	Years of Experience in Independent Study by Respondent
10 - 1,999	1 - 9
2,000 - 4,999	10 - 19
5,000+	20+

Table IV shows the responses to the questionnaire based on enrollment. These responses are related to one of the research questions posed in the purpose of the study: What difference in rank can be attributed to the size of program's enrollment? (See Appendix F.)

TABLE IV
RANK ORDER BASED ON ENROLLMENT
IN ROUND II OF STUDY

	10-1,999 <u>N</u> 27	2,000-4,999 <u>N</u> 21	5,000+ <u>N</u> 8
1. Promptness in returning lessons or assignments	1	3	3
2. Ability to communicate in writing	2	1	4
3. Knowledge of content area	4	2	2
4. Providing pertinent comments on students' work	4	5	5
5. Willingness to incorporate teaching techniques suitable for independent study	4	6	8
6. Understanding the unique needs of independent learners	7	7	1
7. Willingness to respond to student questions and problems	6	9	6
8. Interact with students to reinforce and motivate	8	4	9
9. Believe in and support this method of instruction	9	8	7

Table V shows differences attributed to the years of experience by the administrator completing the survey instruments, another research goal of the study. (See Appendix F.)

TABLE V
RANK ORDER BASED ON EXPERIENCE
IN ROUND II OF STUDY

	1-9 years <u>N</u> 24	10-19 years <u>N</u> 24	20+ years <u>N</u> 8
1. Promptness in returning lessons or assignments	1	1	3
2. Ability to communicate in writing	3	3	1
3. Knowledge of content area	2	2	6
4. Providing pertinent comments on students' work	8	4	2
5. Willingness to incorporate teaching techniques suitable for independent study	6	6	5
6. Understanding the unique needs of independent learners	5	5	9
7. Willingness to respond to student questions and problems	7	8	4
8. Interact with students to reinforce and motivate	4	7	7
9. Believe in and support this method of instruction	9	9	8

Round III

The nine competencies in rank order were returned to each respondent and they were asked to repeat the steps of the previous round by rank ordering the nine highest. For the first time in the study participants could recognize the thinking of colleagues as seen in the

group process. They had the chance of agreeing or disagreeing with the group response. This step was to meet another goal of the research, consensus of agreement. With a more narrow choice of options, refinement of choices was achieved. (See Appendix G.)

TABLE VI
RANK OF HIGHEST COMPETENCIES
IN ROUND II OF STUDY

Rank of Competencies After Round II	Rank of Competencies After Round III
1. Promptness in returning lessons or assignments	1
2. Ability to communicate in writing	3
3. Knowledge of content area	2
4. Providing pertinent comments on students' work	4
5. Willingness to incorporate teaching techniques suitable for independent study	7
6. Understanding the unique needs of independent learners	6
7. Willingness to respond to student questions and problems	5
8. Interact with students to reinforce and motivate	8
9. Believe in and support this method of instruction	9

Individual responses to the group process resulted in some changes in the final round. However, both rounds resulted in the same number one ranking. Positions two and three reversed. The lowest two positions (eight and nine) remained constant. On the last round, number five became number seven and number seven became number five.

The same procedure was used to compare responses based on enrollment and experience in this round as in the preceding round.

TABLE VII
RANK ORDER BASED ON ENROLLMENT
IN ROUND III OF STUDY

	10-1,999 N 25	2,000-4,999 N 21	5,000+ N 8
1. Promptness in returning lessons or assignments	1	1	1
2. Ability to communicate in writing	3	2	3
3. Knowledge of content area	2	3	2
4. Providing pertinent comments on students' work	4	4	4
5. Willingness to incorporate teaching techniques suitable for independent study	5	9	5.5
6. Understanding the unique needs of independent learners	6	6	5.5

TABLE VII (Continued)

	10-1,999 N 25	2,000-4,999 N 21	5,000+ N 8
7. Willingness to respond to student questions and problems	7	5	7
8. Interact with students to reinforce and motivate	8	8	8
9. Believe in and support this method of instruction	9	7	9

The question was asked if experience or enrollment would make a difference in the rank order of the competencies. The number one ranking competency was "promptness in returning lessons or assignments" in the overall rank and in size of enrollment of those completing the project. Those with over 20 years of experience ranked promptness in returning lessons or assignments as number two and ability to communicate in writing was their number one rank. (See Appendix G.)

Administrators with from one to nine years of experience were more aligned with the overall order. Their list reversed order between numbers two and three "ability to communicate in writing" and "knowledge of content area." With that exception, the list was identical. (See Appendix G.)

The variable pertaining to enrollment showed strong agreement in the first four positions. All were in agreement on numbers one and four

TABLE VIII
 RANK ORDER BASED ON YEARS OF EXPERIENCE
 IN ROUND III OF STUDY

	1-9 <u>N</u> 23	10-19 <u>N</u> 24	20+ <u>N</u> 7
1. Promptness in returning lessons or assignments	1	1	2
2. Ability to communicate in writing	3	3	1
3. Knowledge of content area	2	2	4
4. Providing pertinent comments on students' work	4	4	5
5. Willingness to incorporate teaching techniques suitable for independent study	5	8	7
6. Understanding the unique needs of independent learners	6	6	3
7. Willingness to respond to student questions and problems	7	5	6
8. Interact with students to reinforce and motivate	8	7	8
9. Believe in and support this this method of instruction	9	9	9

and differed slightly on positions two and three. Schools with enrollments 2,000-4,999 had the number five ranking, "willingness to

incorporate teaching techniques suitable for independent study," as number nine. Otherwise they were similar.

Summary

Results of the three rounds of the delphi study were presented based on surveying the members of the Independent Study Division of the National Continuing Education Association. The response rate for those agreeing to participate was 89%.

The results were provided for each of the rounds of questionnaires leading to a group consensus. The data were evaluated to determine if size of the enrollment or years of experience affected the rank order.

Findings included:

1. The study answered the research questions which had been posed. The first question was, "What competencies are needed by Independent Studies teachers of the future?" This question was answered by the responses of participants in Round I when they were asked to list the five to ten most important competencies. The second question, "Which of the competencies identified are the most important?", was answered in Round II and III when rankings were made based on the top twenty-five competencies and repeated on the top nine. Question three related to differences in selections based on two variables, size of enrollment and years of experience in independent study by the administrator completing the survey. This question was answered by analyzing the data on these variables in Rounds II & III.

2. The top nine competencies in rank order were: Promptness in returning lessons or assignments; ability to communicate in writing; knowledge of content area; providing pertinent comments on a student's

incorporate teaching techniques suitable for independent study" as the lowest competency.

5. Even with a greater variety of technology available, respondents in this study tended to rank items related to technology lower in levels of importance. Only one of the top nine competencies, "willingness to incorporate teaching techniques suitable for independent study," was even closely related to more sophisticated media usage. "Be aware of and utilize technology," and "computer literate" as competencies didn't rank in the top nine. The fact that these were listed shows that there was interest and concern but not a high priority.

Harold Markowitz, Jr. (1988, p. 91) concurred with this conclusion when he stated, in response to calls for greater use of technology,

My contrary belief is that this independent study program of the next twenty years will be different but not radically different, than those we know now just as the structure of independent study in 1988 is strongly linked to the realities of 1968, so it will be that the programs twenty years in the future will be rooted in the realities of today.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The content of this chapter is divided into four sections. A summary of the study is presented in the first section followed by the conclusions and implications of the study. Recommendation for further research and practice are contained in the final section.

Summary

The purpose of this study was to determine the necessary competencies needed by instructors who teach in a correspondence/ distance format. The study arrived at consensus by a rank order. The technique used to collect the data of the teaching competencies was the delphi method which called for a series of questionnaires with each round moving toward the final goal of consensus.

The study sought to answer the following questions:

1. What competencies are needed by Independent Study teachers of the future?
2. Which of the competencies identified are the most important for Independent Studies teachers?
3. Would the identified competencies be viewed differently according to the size of the Independent Studies enrollment or length of service by program leaders or administrators?

The literature review indicated that changes in attitude are necessary before distance education can be accepted as a delivery system for a college degree. Such a change is necessary with the changing demographics of the educational market. Several writers developed a rationale for independent studies by correspondence. They further pointed out the widespread use of this methodology in Europe as a recognized and acceptable form of teaching and learning. Independent Study by Correspondence appears to be gaining stature in the United States.

After establishing a definition and rationale for this form of teaching, the search emphasized the competencies needed for teachers in the independent study format. Various studies relative to determining competencies were studied including college teachers, adult educators, continuing education specialists and distance education instructors.

The study was conducted among the members of the Independent Study Division of the National University Continuing Education Association. Seventy-two members were contacted and 63 agreed to participate in the three rounds of questionnaires. Fifty-six participants completed the project.

The delphi method was used to arrive at consensus on the most important teaching competencies in independent study. This technique allowed consensus to be achieved through a series of questionnaires working progressively toward agreement. The technique prevents a consensus from being influenced by stronger personalities in that the group ranks are only known in the last round.

In the first round of the study participants listed from five to ten teaching competencies. These were arranged in similar topics and returned to the researcher. The results were returned to the

competencies are present the rank order may not matter." The person indicated that if the top four competencies are in place nothing else would matter. Another person thought that if number nine, "believe in and support this method of instruction" were in operation the other competencies would follow. This same person said that the first rank was "so mundane but so essential!" and the prompt ones are usually the ones who show the other positive attitudes. Another pointed out that those high on number five, "willingness to incorporate teaching techniques suitable for independent study" would be high on some of the other traits. Another respondent suggested that some of the competencies could relate more to course development or grading than to teaching with all of the variables the last ranking was similar to the Round II. Consensus seemed to be consistent.

6. These rankings can be compared and contrasted with those found in the Review of Literature. General competencies were listed but the focus was on distance education competencies. Sewart (1987, pp. 164-166) had the skill of writing as essential. "Ability to communicate in writing" was number three in this research study.

Baath's (Holmberg, 1981, p. 95) study of 34 European programs had giving students feedback and motivate students as number one and two. These two would be favorable to this current research. His number 14 was "Send according to schedule, to compel the students to regulate work" and would contrast to this research which had that as the number one response.

Kelly and Swift (1983, p. 95) asked students to rate eighteen tutor characteristics. The most valued would be compatible with current

findings: grades assignments fairly; clarifies and explains concepts; provides helpful and constructive comments.

Kelly and Haag (1985) in a book for instructors had as their number one concern, "Responding to correspondence assignments." Number two was "closing the gap between student and marker." These are compatible and comparable to this particular research.

Other research became more specific at points with concerns about using the telephone, grading study suggestions. These concerns would be adequately covered within the nine ranked competencies.

There is a great deal of agreement within the various studies on teaching competencies for independent study instructors world wide. Similar problems, concerns, and goals were universal in this field.

Recommendations for Further Research

The following recommendations for further research are offered.

1. A follow-up study is needed to determine training approaches being used in various Independent Study departments in order to prepare teachers to develop the necessary competencies for teaching in this format.

2. A similar study needs to be conducted in which the students or consumers of independent study by correspondence are polled as to their opinions regarding the teaching competencies needed in this educational delivery system. Earlier in this study an effort was made to suggest that education, like current management theory, should be concerned with the feelings and needs of the consumer. A follow-up study with consumers would be consistent with this concern.

3. Since this study focused on administrators' views regarding teaching competencies, a similar study is needed focusing on the Independent Study teachers' perceptions of the basic and important teaching competencies. The findings of both studies should be compared and contrasted.

4. While various technologies are available many of the programs use basically simplified formats for courses, usually "paper and pencil" types. Research should be carried out to see if this assumption is correct and why that is the case.

5. Questions continue to be raised concerning the quality of education offered through independent study by correspondence. Comparisons between students' knowledge derived from independent study and regular formats need to be made. Research on learning styles needs to be applied to independent study participants. Do certain learning style types perform better than others on independent studies, particularly as related to completion or persistence rates?

Recommendations for Practice

Based on findings of this research, the following recommendations for practice are presented.

1. Independent study programs should develop training experiences for teachers aimed at the enhancement of the competencies ranked and described in this study.

2. Independent study programs need to emphasize the improvement of teaching skills as much as the development of courses. The training can take many formats from manuals, Independent Study courses on teaching in a correspondence format and formal training sessions.

3. Since the quality of independent studies is based greatly on the quality of the teachers, greater selectivity is needed in screening potential faculty. These instructors must be sold on the concept not only interested in extra pay.

4. Programs must focus on attitudes as well as knowledge and skills. These two often get the major emphasis yet the number one competency, "Promptness in returning lessons or assignments" is primarily an attitude. In fact those teachers with proper attitude toward the learner and learning process are more readily open to training and expressing concern to students.

5. Adult education degree programs in colleges and universities should be encouraged to include some course work in understanding the theory and practice of independent studies. Construction of courses and teaching competencies would be included.

Final Thoughts

Final thoughts about this study include the following.

1. The role of the teacher remains the foundation of the education enterprise. Essentially that is true of the teacher in the distance learning format. Since that is true, training of teachers to the uniqueness of distance learning is essential. The training must focus on developing essential competencies. The competence detailed in this study should be the starting point.

2. With the aging of America, more adults will have additional time to complete college studies. Since many of them will not be able to interrupt their routines and return to the campus, the independent study approach can open the door for these older learners.

3. As independent study programs continue to improve and gain in recognition and quality, there should be greater acceptance in academe. For too long independent study has had an image problem which needs to change.

4. Colleges and universities are often patriarchal in their approach to adults. Students are invited to be a part of the educational enterprise if they will come to the campus, have their total schedules prescribed, and be under the direction of the care-givers of the institution. A change in attitude is needed, one of servanthood in which the institutions seek to serve rather than be served.

5. Independent study has an opportunity to establish the pace of leadership in meeting the educational needs of America's growing adult learning population. The "graying of the campus" begs for that kind of leadership.

6. Adults should be granted more involvement in the types of learning and delivery systems that best meet their needs. Too often programs describe and dictate what these learners need and want. The time has come to ask these learners what could best meet their needs.

7. Consumers of independent study by correspondence need to be polled to determine interest and choice. Such an approach is in keeping with trends in management. Such an attempt puts the school in a position of serving rather than being served.

BIBLIOGRAPHY

- Asian Programme of Educational Innovation for Development (APEID).
Distance Education: Exemplar Training Materials. Bangkok: UNESCO
Regional Office, 1984.
- Asian Programme of Educational Innovation for Development (APEID).
Distance Learning Systems and Structures: Training Manual.
Bangkok: UNESCO Regional Office, 1987.
- Apps, Jerold W. The Adult Learner on Campus. Chicago: Follett, 1981.
- Ash, Mary Kay. Mary Kay on People Management. New York: Warner Books,
1984.
- Brookfield, Stephen. "Independent Learners and Correspondence Stu-
dents," Teaching at a Distance, 1982, 22, pp. 26-32.
- Bunning, Richard L. "Skills and Knowledges for Adult Educators:
a Delphi Study," Unpublished doctoral dissertation, Arizona State
University, 1976.
- Burge, Liz. "Beyond Andragogy: Some Explorations for Distance Learning
Design," Journal of Distance Education, 1988, 3, pp. 5-23.
- Burgeson, John. A Writer's Hornbook for Correspondence Courses.
Norman: The University of Oklahoma, Independent Study Department,
1984.
- Butcher, Donald and Le Tarte, Clyde. "Teacher Training for Adult Basic
Education," Adult Leadership, June, 1968, pp. 81-82.
- Caldwell, Phyllis A. "Preservice Training for Instructors of Adults."
In Stanley M. Grabowski et al. (eds.), Preparing Educators of
Adults. San Francisco: Jossey-Bass, 1981.
- Childs, Gayle B. "Problems of Teaching By Correspondence Study." In
MacKenzie, Ossian and Christensen, Edward L. (eds.), The Changing
World of Correspondence Study: International Readings. University
Park, PA: Pennsylvania State University, n.d.
- Clark, Harold Glen. "Correspondence Study Programs." In Handbook of
College and University Administration (pp. 5-76 -- 5-91), edited by
Asa S. Knowles. New York: McGraw-Hill, 1970.

- Cross, K. Patricia. Adults as Learners. San Francisco: Jossey-Bass, 1981.
- Cross, K. Patricia. "Adult Education in the Twenty-First Century." Speech given at Central Michigan University, June 19, 1987. In Journal of Adult Training, fall, 1988, pp. 4-12.
- Daniel, John S., Stroud, Martha A. and Thompson, John R. (eds.). Learning at a Distance: A World Perspective. Edmonton: Athabasca University/International Council for Correspondence Education, 1982.
- Darkenwald, Gordon G. and Merriam, Sharan B. Adult Education: Foundations of Practice. New York: Harper and Row, 1982.
- Erdoş, Renee F. Establishing an Institution Teaching by Correspondence (Experiment and innovations in education No. 17). Paris: UNESCO, 1975.
- Erdoş, Renee F. Teaching by Correspondence. London: Longmans/UNESCO, 1967.
- Feasley, Charles E. Serving Learners at a Distance: A Guide to Program Practices. ASHE-ERIC Higher Education Research Report No. 5. Washington D.C.: Association for the Study of Higher Education, 1983.
- Feldman, Kenneth A. "The Superior College Teacher from the Students' View," Research in Higher Education, 1976, 5, pp. 243-288.
- Flattery, George M. "Matching the Megatrends." Correspondence Education Moves to the Year 2000: Proceedings from the First National Invitational Forum on Correspondence Education, edited by Lucille Campbell-Thrane. Columbus, OH: The National Center for Research in Vocational Education, 1984.
- Flinck, Rune. Correspondence Education Combined with Systematic Telephone Tutoring, Malmo, Sweden: Hermods, 1978.
- Gibbs, Graham. "Training Tutors at a Distance: An Alternative Strategy," Teaching at a Distance, 1981, 20, pp. 42-48.
- Heller, Scott. "Miami-Dade College Begins Project to Bolster Teaching," The Chronicle of Higher Education, April 13, 1988.
- Holmberg, Borje. Distance Education: A Survey and Bibliography. London: Kogan Page, 1977.
- Holmberg, Borje. Status and Trends of Distance Education. London: Kogan Page, 1981.
- Hunter, Joan (ed.). Guide to Independent Study through Correspondence Instruction 1980-1982. Edison, NJ: Peterson's Guide, 1980.

- Independent Study Program Profile 1987-88. National University Continuing Education Association, Division of Independent Study, Research and Evaluation Committee. Stillwater, OK: Oklahoma State University; March, 1989.
- Jevons, Fred. "Distance Education and Campus-based Education: Parity of Esteem." In Peter Smith and Mavis Kelly (eds.), Distance Education and the Mainstream: Convergence in Education. London: Croom Helm, 1987.
- Kanter, Rosabeth Moss. The Change Masters: Innovations for Productivity in the American Corporation. New York: Simon and Schuster, 1983.
- Kelly, Patrick and Swift, Betty. "Post Foundation Tuition: Student Perspectives," Teaching at a Distance, 1983, 24, pp. 35-41.
- Kelly, Mavis and Haag, Sally. Teaching at a Distance Ideas for Instructors. Ontario, Canada: University of Waterloo, 1985.
- Knowles, Malcolm S. A History of the Adult Education Movement in the United States. Malabar, FL: Robert E. Krieger, 1983.
- Knowles, Malcolm S. Self-Directed Learning: A Guide for Learners and Teachers. Chicago: Follett, 1975.
- Lewis, Roger. How to Tutor in an Open-Learning Scheme. London: Council of Educational Technology, 1981.
- Loth, Paul John. "Primary Competencies and Most Effective Learning Experiences for Trainers of Volunteers in Evangelical Churches." Unpublished doctoral dissertation, Northern Illinois University, 1984.
- MacKenzie, Ossian, Christensen, Edward L. and Rigby, Paul H. Correspondence Instruction in the United States. New York: McGraw-Hill, 1971.
- MacKenzie, Ossian and Christensen, Edward L. (eds.). The Changing World of Correspondence Study: International Readings. University Park, PA: Pennsylvania State University, n.d.
- Markowitz, Harold, Jr. Faculty Handbook for Independent Study. Gainesville: Independent Study by Correspondence, State University System of Florida, 1988.
- Markowitz, Harold, Jr. "The Next Twenty Years in American Independent Study," Journal of Distance Education, 1988, 3, pp. 89-93.
- Medsker, Leland L.; Edelstein, Stewart L.; Kreplin, H.; Ruyle, J.; and Shea, J. Extending Opportunities for a College Degree: Practices, Problems and Potential. Berkeley: Center for Research and Development in Higher Education, 1975.

- Medsker, Leland L. and Edelstein, Stewart L. Policy Guidelines for Extended Degree Programs: A Revision. Washington, D.C.: American Council of Education, 1977.
- Member Directory - Division of Independent Study. Washington, D.C.: National University Continuing Education Association, 1988-89.
- Mocker, Donald W. and Noble, Elizabeth. "Training Part-Time Instructional Staff." In Stanley M. Grabowski et al. (eds.), Preparing Educators of Adults. San Francisco: Jossey-Bass, 1981.
- Naisbitt, John. Megatrends. New York: Warner Books, 1984.
- Nilsen, Egil. "On the Definition of Correspondence Education," Continuum, 49 (1), pp. 3-30.
- Perraton, Hilary (ed.). Alternative Routes to Formal Education. Baltimore: Johns Hopkins University for the World Bank, 1982.
- Peters, Thomas J. and Waterman, Robert H. In Search of Excellence. New York: Harper and Row, 1982.
- Peters, Tom. Thriving on Chaos. New York: Alfred A. Knopf, 1987.
- Qvist-Eriksen, Svein and Rekkedal, Torstein. "Correspondence Course for Correspondence Tutors." Paper delivered at the European Home Study Council, Autumn Workshop, 1983, pp. 54-60.
- Rasp, Alfred, Jr. "A New Tool for Administrators: Delphi and Decision Making," North Central Association Quarterly, n.d. 48, pp. 320-325.
- Reeves, Gary and Jauch, Lawrence R. "Curriculum Development through Delphi," Research in Higher Education, 1978, 8, pp. 157-168.
- Rekkedal, Torstein. Introducing the Personal Tutor/Counsellor in the System of Distance Education. The Norwegian Association of Correspondence Schools, n.d.
- Roberts, David. "Ways and Means of Reducing Early Student Dropout Rates," Distance Education, 1984.
- Rossmann, Mark H. and Bunning, Richard L. "Knowledge and Skills for the Adult Educator: A Delphi Study," Adult Education, 1978, 28 (3), pp. 139-155.
- Sewart, David. "Staff Development Needs in Distance Education and Campus-Based Education: Are They So Different?" In Peter Smith and Mavis Kelly (eds.), Distance Education and the Mainstream: Convergence in Education. London: Croom Helm, 1987.
- Scales, Kathleen. "A Study of the Relationship Between Telephone Contact and Persistence," Distance Education, 1984, 5 (2).

- Standards of the Division of Independent Study of the National University Continuing Education Association, Washington, D.C.: NUCEA, 1981.
- Strother, George B. and Klus, John P. Administration of Continuing Education. Belmont, CA: Wadsworth, 1982.
- Tarr, Dennis L. "The Strategic Toughness of Servant Leadership," Continuum, 1985 (Autumn) pp. 163-175.
- Watkins, Beverly T. "With More Adult Students on Campuses, Some Colleges are Adjusting Their Curricula and Teaching Methods," The Chronicle of Higher Education, January 18, 1989.
- Wedemeyer, Charles A. Learning at the Back Door. Madison, WI: University of Wisconsin, 1981.
- Zemke, Ron and Kramlinger, Thomas. Figuring Things Out. Reading, MA: Addison-Wesley, 1984.

APPENDIX A

COVER LETTER AND RESPONSE CARD



Oklahoma State University

INDEPENDENT AND CORRESPONDENCE STUDY DEPARTMENT

STILLWATER, OKLAHOMA 74078-0404
CLASSROOM BUILDING 001
(405) 624-6390

Dear Colleague,

One large challenge that faces many independent study directors is the provision of appropriate training for the faculty members who work with our students. A large part of the difficulty in developing such training programs is a lack of time to articulate the competencies we want developed through training. With this letter you will receive a request from a doctoral student at Oklahoma State University, Kenneth Mayton, who is willing to conduct a delphi study among the independent study directors within the National University Continuing Education Association.

Since Mr. Mayton seeks the identification of competencies needed by American independent study faculty, we program directors will be the biggest beneficiaries of such a delphi study. It shouldn't take much of our time to respond.

I hope I have a chance to see you at the annual NUCEA meeting in Salt Lake City.

Cordially,

Dr. Charles E. Feasley
Director

Enclosures



April 21, 1989

Dear

At the end of the 1980's and moving rapidly toward the year 2000, projections are being made in most fields of study. With changing demographics and educational delivery systems for adults, independent study directors are now preparing for the future.

One of the concerns facing independent study educators is the training of faculty members for greater effectiveness utilizing this format. In order to plan training, competencies need to be articulated. I am defining competencies as knowledge, skills, or attitudes needed for the teacher of independent study by correspondence. Time to examine these competencies is often not available.

By using the delphi method of research, it is possible to arrive at consensus of these teaching competencies and do some projection into the future. Because of the leadership and expertise found in program directors in the Independent Study Division of the National University Continuing Education Association, I am asking you and your colleagues throughout the United States to participate in this research project.

It is my belief that the results of these questionnaires will be of assistance in developing greater teacher expertise, more efficient training formats, and ultimately, better courses. Participants will receive details of the findings of the study.

This project is designed to include three rounds of questionnaires, each of which will be kept as brief as possible. The process is as follows:

1. Round I--I will submit a questionnaire asking for a brief, open-ended response as to the top five to ten competencies needed by independent study correspondence teachers in the future.

April 21, 1989
Page

2. Round II--I will tabulate the response from the first round, return the findings and ask you to select and prioritize the top ten competencies.
3. Round III--I will return the findings of Round II and elicit your concurrences or differences with the group results.

Please take a minute to check the appropriate response on the enclosed card and return it to me. I am looking forward to the possibility of working with you on this project. Thank you for your consideration.

I know that your summer can get very hectic; therefore, it is my plan to move through this process as quickly as possible. Your assistance in marking and returning the enclosed card is greatly appreciated.

Sincerely,

Kenneth Mayton
7811 E. 77th Court
Tulsa, Oklahoma 74133
(O) (918) 495-6093
(H) (918) 250-1732

Enclosure

KM/drm

INDEPENDENT STUDY DELPHI PROJECT

NAME _____

TITLE _____

SCHOOL _____

* ADDRESS _____

* Please include your address if different from this mailing.

___ Yes, I will participate in the Independent Study Delphi Project.

___ No, I will not be able to participate in the Delphi Project.

APPENDIX B
CORRESPONDENCE AND QUESTIONNAIRE FOR
ROUND I OF STUDY

May 17, 1989

Dear

Thank you for agreeing to participate in the Independent Study Delphi Project. The response has been excellent. Out of the population of 72 schools in the Independent Study Division of NUCEA, over 85 percent have agreed to participate. Such a response indicates a need for, and interest in, such an effort.

Please take a few minutes now to complete the enclosed questionnaire by listing five to ten competencies needed by correspondence teachers in the future. Competencies are being defined as knowledge, attitudes, or skills. Examples are understanding the theory of independent study, returning assignments promptly, and appreciating the student's environment and needs.

After you have completed the questionnaire, please return it in the enclosed self-addressed and stamped envelope. After these have been received and tabulated, you will receive the results of this round and be asked to prioritize the list in the next round. A quick response is greatly appreciated.

Thank you for your continuing support and assistance.

Sincerely,

Kenneth Mayton
7811 E. 77th Court
Tulsa, Oklahoma 74133
(O) (918) 495-6093
(H) (918) 250-1732

Enclosure

KM/drm

INDEPENDENT STUDY DELPHI PROJECT**QUESTIONNAIRE I**

Please list the five to ten most important competencies (attitudes, skills, knowledge) needed by independent study teachers in the future.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Name of institution _____

Number of years respondent has worked in Independent Studies _____

APPENDIX C

CORRESPONDENCE AND RESPONSE SHEET

FOR ROUND II OF STUDY

July 21, 1989

Dear

Thanks for your continuing assistance on the Independent Study Delphi Project. Enclosed is the material needed for this round of the project. Participation has held up very well, with an over 80 percent response rate to Round I.

Enclosed are two items needed to complete Round II. A response sheet is provided with the competencies derived from information provided via Questionnaire I. These items are not in any specific order; they were listed as information was received.

In this round you are to select from the responses the top ten competencies you believe are necessary for the effective Independent Studies instructor of the future. In the blank provided, rank the ten you have chosen from one to ten, with one being the highest and ten the lowest.

I have also enclosed information sheets showing the various responses grouped under the competency headings. These are provided so that you can have a more complete picture of the types of responses received and the kinds of ideas generated by the categories of similar competencies. I have not sought to edit the data, but simply to make decisions about the groupings.

Please return only the response sheet in the stamped, self-addressed envelope. Keep the information sheets for your own files.

Thanks in advance for a rapid turnaround! I know that this is a busy time for you, so your time in providing responses is deeply appreciated. I do believe that helpful information will be available because of our cooperative effort.

Sincerely,

Kenneth Mayton
7811 E. 77th Court
Tulsa, OK 74133
(Office) (918) 495-6093
(Home) (918) 250-1732

KM/drm

Enclosures

INDEPENDENT STUDY DELPHI PROJECT

RESPONSE SHEET

Please rank the top ten competencies, with one being the highest and ten the lowest.

- Ability to communicate in writing
- Willingness to incorporate teaching techniques suitable for independent study
- Promptness in returning lessons or assignments
- Providing pertinent comments on students' work
- Knowledge of content area
- Organized
- Willingness to regularly revise course materials
- Understanding theory of independent study
- Be aware of and utilize technology
- Be able to get along and relate to staff at all levels
- Understanding the unique needs of independent learners
- Willingness to respond to student questions and problems
- Flexibility
- Equitable and fair-minded evaluator
- Innovative and not stuck on tradition
- Interact with students to reinforce and motivate
- Believe in and support this method of instruction
- Knowledge of independent study policies and procedures
- Knowledge of work force and needs
- Attitude of student service
- Familiarity with cognitive research
- Appreciation of unique strengths/weaknesses of adult learners
- Computer literate
- Developing methods for teaching independent studies courses normally neglected i.e. lab science courses
- Maintaining faculty interest in instructing independent studies courses

Name of institution _____

APPENDIX D

CATEGORIES OF RESPONSES TO

ROUND II OF STUDY

INDEPENDENT STUDY DELPHI PROJECT

INFORMATION SHEETS

Ability to communicate in writing

Excellent communication skills
 Clear, concise writer
 Ability to write clearly (clear and understandable outline)
 Strong communication skills
 Tactful in communication with students
 Being a good writer
 Written communication skills
 Ability to communicate effectively in written or other required forms
 Ability to write clearly and effectively
 High level of skill at written communication
 Writing skills detailed for developing curriculum
 Writing experience
 Ability to convey information to students in written correspondence
 Ability to transmit knowledge
 Keen writing and editorial skills

Willingness to incorporate teaching techniques suitable for independent study

Ability to develop and utilize other teaching methodologies
 Innovation in teaching style
 Creative approaches to teaching
 Being able, with help, to build a good course
 Skill in developing courses through media delivered coursework
 Ability to develop a self-check written assignment (real assessment tool)
 Capable of building feedback and learning guidance into a course
 Understand the need to specify goals and objectives when seeking to
 construct courses that parallel campus offerings
 Creative in teaching: to write interesting and educationally sound course
 syllabi
 Ability to design instructional materials that generally will motivate the
 learner
 Flexibility to match academic goals with the independent studies format
 Ability to design courses to reflect need for competency in course
 objectives--assignments must reflect course objectives
 An understanding that the learning outcomes are equivalent to other
 teacher/learning activities
 Desire to make independent studies a thorough and legitimate learning
 experience
 An awareness that traditional teaching/learning techniques may well be no
 more effective than independent studies formats
 Ability to design instruction, especially assignments and testing, to elicit
 higher order learning and synthesis of information vs. information
 learning
 An understanding of models that will maximize the students' learning
 outcomes
 Ability to convey subject content to students at a distance
 Ability to portray knowledge and values
 A desire to adapt their teaching techniques to correspondence

Instructional design techniques as applied to independent studies
 Ability to distill and transform classroom-based lectures into useful and helpful commentary in printed format
 Creativity in adapting classroom methods to distance learning
 Creativity in development of instructional materials in evaluation
 Appreciation of the quality of work that students can do and do do through correspondence
 Professional attitude
 An attitude which places independent studies program and students on par (validity and respect) with residential students
 Knowledge of attributes or characteristics of independent studies students reflected in attitude and behavior toward them
 Commitment to providing a first class quality independent studies course
 From the design and delivery of the instructional materials to personal interest, contributing to each's success
 Ensure quality control in the areas of textbook and course outline

Promptness in returning lessons or assignments

Promptness and dependability (punctual)
 Promptness in grading
 Prompt and effective feedback
 Quick turnaround
 Appreciating student's needs for feedback
 Conscientious about grading and returning lessons
 Ability to meet time limits on lessons and revisions
 Responsible attitude toward meeting deadlines
 Time management
 Commitment that the individual learner is deserving of a need for a prompt and informative response for reinforcement
 Speedy return
 Reduce turnaround time
 Attentiveness and dedication to a prompt feedback
 Dedication to providing prompt and complete student feedback
 Promptness in grading and returning lessons and examinations
 Constructive feedback and not just a number right or wrong
 A reasonably conscientious approach to work; specifically when it comes to Independent Studies instruction they are comfortable (able to perform consistently and in a timely fashion)

Providing pertinent comments on students' work

Quality of lesson response
 High quality interaction with student through valuable comments and feedback
 Being a good teacher: extensive corrections, comments and help
 Proper feedback
 Constructive criticism
 Write comments that clearly explain how students can improve their work, especially within a long term perspective
 Enthusiastic responses to the students
 Feedback is thoughtful, thorough
 Plenty of written comments

Give students positive feedback and constructive criticism and encouragement
 Effective and constructive guidance in written feedback (not excluding tape recording or telephone)
 Write legibly when making comments to students

Knowledge of content area

Thorough knowledge of subject matter
 In-depth knowledge of subject
 Master subject matter
 Holds a degree or minor in specific area of study
 Appropriate degree or certificate for subject matter
 Competency in area of course content
 Knowledge in discipline taught
 Up-to-date knowledge
 Mastery of academic discipline
 Expert in the field
 Strong command of the subject matter taught
 Continued academic knowledge and preparation
 Project an enthusiastic attitude toward the subject matter
 Thorough knowledge of content area, in general, and their IS in particular

Organized

Paying attention to details that would cause delay in returning material to students
 Attention to detail
 Be a careful organizer of study material

Willingness to regularly revise course materials

Ability to recognize need to revise course materials before change is mandatory
 Keep course material interesting and updated
 Dedicated to improving the material developed and the effectiveness of the program
 Take time to revise a course so that the student is always provided a high quality offering
 Keep courses current by using updated textbooks that are current, readily available, and easily obtainable
 Accurate and neat in designing and revising course syllabi

Understanding theory of independent study

Understanding correspondence study programs
 Being an expert in the field of independent studies
 Know and appreciate the differences between the classroom teaching and the correspondence study method
 Understand learning theory, especially how adult learning differs for classroom/group learning
 Philosophical understanding of independent study
 Understand the mission, role, and philosophy of independent studies at his/her institution

Commitment to non-traditional learning
 Interest in nontraditional education
 Understanding of unique principles of distance education
 Willingness to work with distance learners
 Committed to helping students learn
 Approach independent studies as a teaching activity, not a grading activity
 Familiarity with idiosyncracies of distance delivery--mail delays, etc.

Be aware of and utilize technology

Ability and willingness to adapt to new technologies
 Use of new technology in development and delivery of courses
 Adapting to changing communication technology
 Openness to new educational technology
 Ability to design individual learning materials for use with advanced educational technology
 Ability to adapt to new methodologies i.e., television, computers, etc.
 Understanding and willingness to try new technologies
 Direct students to a wide range of resources delivered by diverse media (video tape, audio, computer)
 Knowledge and training in use of media
 Utilize ways to strengthen the course (addition of audio and/or videotape)
 Develop innovations--how can we move away from pencil and paper approaches?
 Ability to work with a wide range of non-print media
 Understanding of distance education methodologies
 Knowledge in area of telecommunication and willing to experiment with technologies
 Knowledge of and skill in various instructional technologies
 Appreciation for innovative techniques
 Acceptance of electronic technologies.
 Ability to see instructional possibilities from new technologies
 Select best medium for instructional message
 Understanding of alternative delivery systems
 Evaluate alternative learning approaches when students fail assignments

Be able to get along and relate to staff at all levels

Cooperate with the office staff
 Willing cooperation with the administrator of the program
 Ability to work with Independent Study professionals who are not subject matter experts but who are either learning theory experts and/or course design experts
 Be able to cooperate with the college faculty
 Willing to cooperate with the staff of Correspondence Study Office
 Develop and maintain good rapport with Independent Studies administration and staff
 Willingness to cooperate with Continuing Education professionals to adopt, adapt, or create methods to improve courses, delivery systems, and completion rates
 Understanding of continuing education rules and regulations
 Ability to work with others
 Ability to accept suggestions for improvement in methodology

- Participate in course development as a member of a team with complementary duties
- Keep the staff informed of absences so that they can inform students of a lapse in turnaround time

Understanding the unique needs of independent learners

- Knowledgeable of needs of learners
- Sensitivity to students' personal situation
- Thorough knowledge of your specific students
- A teacher/learner commitment and empathy for the variety of independent learners (age, life situation, work, marital status, home life, geographical location, experience, etc.)
- Concern for students as individuals
- Personalize feedback to promote true caring
- Patience and understanding of unique situations of distance learners
- Appreciating the students' needs and environment
- Ask about student's background in order to suggest relevant learning activities
- Concern for students studying alone and at a distance
- Patience and flexibility to independent studies delivery--requirements the same "tender loving care" given classroom instruction
- Interpersonal communication skills
- Understand distant learner's perspective
- Understanding of non-traditional learners
- Willingness to accommodate unconventional needs, timing, etc.
- Concern for students and desire to be responsive to special needs
- Ability to relate personally and instructionally to students at a distance
- Positive attitude toward working with all kinds of students (university caliber, handicapped, in prison, older student, etc.)

Willingness to respond to student questions and problems

- Ability to interpret students' questions and to write a clear response
- Willingness to assist students with problems
- Willingness to assist the individual student
- Availability to answer students' questions
- Willingness to spend extra time answering questions
- Easy access by students to instructor
- Helping attitude
- Go an extra mile in helping student's special needs and requests
- Strong desire to meet needs of the distance learner
- Be patient with student's lack of knowledge
- Attitude of genuine humility apparent
- Willing to accept and make phone calls and/or meet face-to-face when requested

Flexibility

- Willingness to change course based on needs of the students
- Flexible and adaptable to students' needs
- Openness to students' personal views
- Adaptive

Equitable and fair-minded evaluator

Being an objective and fair evaluator--keep the standards high
 Consistency in grading from one student to another
 Fairness in grading
 A knowledge of evaluation techniques
 Interesting and challenging testing approaches consistent with subject and learning characteristics
 Ability to develop tests and evaluation procedures to accurately measure student knowledge
 Test only those areas covered by textbook and required references
 Grade basic comprehension and not "nitpick" over exact wording

Innovative and not stuck on tradition

Assignments reflect creative thought and work
 Creative
 Futuristic

Interact with students to reinforce and motivate

Ability to motivate and excite students in isolation
 Ability to create good rapport through correspondence
 Apply techniques that have been employed by other teachers to motivate students
 An understanding of study support activities that will help motivate students
 Ability to communicate with students through correspondence
 Maintaining personal contact with students through telephone, comments on assignments, etc.
 Ability to motivate students
 Ability to communicate with students through course manuals, lecture notes, comments on assignments
 Offer encouragement to each student as they eagerly scan returned lessons for professor's comments

Believe in and support this method of instruction

Dedication to education
 Enthusiasm for independent studies as a viable means of alternative education
 A strong motivation to teach by correspondence
 Classroom teaching experience
 Genuine enthusiasm for teaching
 Given love of learning
 Belief in the program
 Positive attitude about lifelong learning as a way of life
 Enthusiasm
 Commitment to excellence
 View independent studies as primary rather than secondary or tertiary
 Ensuring that independent studies has a high priority in a busy schedule
 Desire to make independent studies work
 Belief in independent studies
 Positive attitude toward non-traditional learning and teaching methods
 Appreciate many ways to Buddha (learning)--correspondence is one way

Belief in lifelong learning
 Willingness to meet the need for distance education
 Acceptance of the validity of independent study
 Attitude of the validity of independent study
 Attitude that independent study students are as important as regular
 classroom students
 Fully understand the importance of independent studies programs

Knowledge of independent study policies and procedures

Understanding of institutional policies affecting independent studies
 Understanding of correspondence study guidelines, policies and duties
 A clear understanding of the independent studies program, endemic to their
 own institution, so that they can serve as a quasi-counselor/advisor
 when the circumstances warrant
 Maintenance of accurate records

Knowledge of work force and needs

Attitude of student service

Must be willing to put the correspondence study student on same level as
 regular student
 Maintain attitude of service rather than being a "money grabber"
 Accessible to students
 Concern and care for student
 Willingness to convey changes as they occur rather than wait for revisions of
 syllabi

Familiarity with cognitive research

Knowledge of applicable theories of learning and results of educational
 research

Appreciation of unique strengths/weaknesses of adult learners

Apply knowledge of adult learning needs
 Knowledge about adult development
 Knowledge of adult student needs and realities
 Knowledge in theory of adult learning
 Working with adults

Computer literate

An ability to use computer technology to teach slow and no readers
 Ability to operate computers, fax machines, etc.
 Practical working knowledge of one or more computer word processing
 softwares

Developing methods for teaching independent studies courses normally neglected i.e. lab science courses

Maintaining faculty interest in instructing independent studies courses

Faculty "burn out" may be one of the primary reasons for why they do not grade lessons quickly or tend to ignore the students' learning environment--not that they are ignorant of learning theory

APPENDIX E
CORRESPONDENCE AND QUESTIONNAIRE
FOR ROUND III OF STUDY

August 29, 1989

Dear

Thank you for your support and involvement during this Delphi Project. Participation has remained very high for which I am grateful. With your help, a list of competencies (knowledge, attitudes, skills) for teachers of Independent Studies by Correspondence has been determined and prioritized. The purpose of the final round is to establish consensus.

Enclosed is a list of the top nine teaching competencies based on rankings from the previous round. They are listed in rank order. The rankings were based on assigning a point value to the selections--ten points for number one, one point for number ten, etc.

Based on these selections, nine competencies were strongly identified by the group process. There was a distinct break in strength between numbers nine and ten. Since the purpose of the study is to gain consensus, the final round will focus on these competencies.

The consensus of the group is expressed on the enclosed questionnaire. The top nine competencies are listed in the priority order indicated by the group. Please rank them from one to nine (one being high and nine low) according to your opinion.

This questionnaire also asks for the Independent Study enrollment at the college level in your institution for the 1988-1989 fiscal year. Please provide this information along with your rankings of teaching competencies.

Thanks in advance for a rapid response to this exercise. I will send you a detailed report on the findings as soon as all results are compiled. I know you have had a busy summer and are gearing up for the fall. This has been a great experience for me due to your helpfulness and cooperative attitude. It is hoped that the results of this study will be of value to you and your colleagues in Independent Studies.

Sincerely,

Kenneth Mayton
7811 E. 77th Court
Tulsa, OK 74133
(Office) (918) 495-6093
(Home) (918) 250-1732

KM/drm

Enclosures

Name of Institution _____

Enrollment (Independent Study enrollment at the college level for the 1988-1989 fiscal year) _____

INDEPENDENT STUDY DELPHI PROJECT

Questionnaire III

Teaching Competencies for Independent Studies Instructors

Please rank the following competencies (knowledge, attitudes, skills) from one to nine, with one being high and nine low. The list is in the rank order of the previous round.

- ___ 1. Promptness in returning lessons or assignments
- ___ 2. Ability to communicate in writing
- ___ 3. Knowledge of content area
- ___ 4. Providing pertinent comments on students' work
- ___ 5. Willingness to incorporate teaching techniques suitable for independent study
- ___ 6. Understanding the unique needs of independent learners
- ___ 7. Willingness to respond to student questions and problems
- ___ 8. Interact with students to reinforce and motivate
- ___ 9. Believe in and support this method of instruction

APPENDIX F

RANK ORDER OF COMPETENCIES AND COMPARISONS

BY ENROLLMENT AND EXPERIENCE IN ROUND II

**SUMMARY AND RANK ORDER
OF COMPETENCIES GENERATED
FROM ROUND II OF STUDY**

	Totals	Rank Order
Ability to communicate in writing	319.3	2
Willingness to incorporate teaching techniques suitable for independent study	225	5
Promptness in returning lessons or assignments	334	1
Providing pertinent comments on students' work	258	4
Knowledge of content area	296.5	3
Organized	54.3	19
Willingness to regularly revise course materials	96	10
Understanding theory of independent study	72	13.5
Be aware of and utilize technology	75	11.5
Be able to get along and relate to staff at all levels	15	23
Understanding the unique needs of independent learners	217	6
Willingness to respond to student questions and problems	211.8	7
Flexibility	62	16
Equitable and fair-minded evaluator	75	11.5
Innovative and not stuck on tradition	74.5	13
Interact with students to reinforce and motivate	196.5	8
Believe in and support this method of instruction	140	9
Knowledge of independent study policies and procedures	65	13.5
Knowledge of work force and needs	16	22
Attitude of student service	59	17
Familiarity with cognitive research	2	25
Appreciation of unique strengths/weaknesses of adult learners	57	18
Computer literate	10	24
Developing methods for teaching independent studies courses normally neglected i.e. lab science courses	21	21
Maintaining faculty interest in instructing independent studies courses	36	20

**COMPARISONS OF RANK ORDER
BASED ON ENROLLMENT
IN ROUND II OF STUDY**

	A		B		C	
	N 27		N 21		N 8	
Ability to communicate in writing	(2)	136	(1)	139	(4)	44
Willingness to incorporate teaching techniques suitable for independent study	(4)	129	(6)	76	(9)	27
Promptness in returning lessons or assignments	(1)	174	(3)	124	(3)	49
Providing pertinent comments on students' work	(4)	129	(5)	89	(5)	40
Knowledge of content area	(4)	129	(2)	134.5	(2)	51
Organized	(18)	25.3	(17.5)	16	(15)	6
Willingness to regularly revise course materials	(9)	50	(11.5)	31	(16)	5
Understanding theory of independent study	(16.5)	29	(14)	23	(8)	31
Be aware of and utilize technology	(19)	24	(10)	44	(12.5)	9
Be able to get along and relate to staff at all levels	(24)	3	(22)	2	-	0
Understanding the unique needs of independent learners	(12.5)	92	(7)	74	(1)	52
Willingness to respond to student questions and problems	(12.5)	45	(9)	55	(6)	36
Flexibility	(12.5)	45	(21)	8	(19)	2
Equitable and fair-minded evaluator	(10)	45	(13)	27	(11)	11
Innovative and not stuck on tradition	(10)	49.5	(17.5)	16	(12.5)	9
Interact with students to reinforce and motivate	(7)	84	(4)	93.5	(10)	17
Believe in and support this method of instruction	(12.5)	45	(8)	61	(7)	34
Knowledge of independent study policies and procedures	(15)	44	(11.5)	31	(17.5)	4
Knowledge of work force and needs	(21)	16	-	0	-	0
Attitude of student service	(8)	56	(19)	11	-	0
Familiarity with cognitive research	(25)	2	-	0	-	0
Appreciation of unique strengths/weaknesses of adult learners	(16.5)	29	(15)	21	(14)	7
Computer literate	(23)	6	-	0	(17.5)	4
Developing methods for teaching independent studies courses normally neglected i.e. lab science courses	(22)	9	(20)	10	(20.5)	1
Maintaining faculty interest in instructing independent studies courses	(20)	18	(16)	17	(20.5)	1

Enrollment

A = 10-1,999
B = 2,000-4,999
C = 5,000+

**COMPARISONS OF RANK ORDER
BASED ON YEARS OF EXPERIENCE
IN ROUND II OF STUDY**

	A N 24	B N 24	C N 8	
Ability to communicate in writing	(3) 116.3	(12) 38	(1) 56	
Willingness to incorporate teaching techniques suitable for independent study	(6) 98	(5) 91	(5) 34	
Promptness in returning lessons or assignments	(1) 132	(1) 179	(3) 41	
Providing pertinent comments on students' work	(8) 89	(3) 121	(2) 48	
Knowledge of content area	(2) 127	(2) 173.5	(6) 29	
Organized	(20) 20.3	(16.5) 26	- 0	
Willingness to regularly revise course materials	(14) 37.5	(10) 45.5	(22) 2	
Understanding theory of independent study	(13) 41	(15) 29	(9) 22	
Be aware of and utilize technology	(17) 31	(14) 35	(13.5) 11	
Be able to get along and relate to staff at all levels	(25) 1	(20) 3	(13.5) 11	
Understanding the unique needs of independent learners	(5) 105	(4) 96	(11.5) 17	
Willingness to respond to student questions and problems	(7) 91.8	(7) 79	(4) 39	
Flexibility	(12) 42	(8) 76	(21) 4	
Equitable and fair-minded evaluator	(19) 26	(11) 40	(11.5) 17	
Innovative and not stuck on tradition	(10) 47	(18) 8.5	(10) 18	
Interact with students to reinforce and motivate	(4) 111	(6) 86.5	(7) 26	
Believe in and support this method of instruction	(9) 54	(9) 66	(8) 23	
Knowledge of independent study policies and procedures	(22) 9	(13) 37	(19.5) 6	
Knowledge of work force and needs	(15) 35	- 0	(17.5) 7	
Attitude of student service	(11) 45	(19) 4	(15.5) 8	
Familiarity with cognitive research	(24) 2	- 0	- 0	
Appreciation of unique strengths/weaknesses of adult learners	(16) 33	(16.5) 26	(17.5) 7	
Computer literate	(23) 4	- 0	(19.5) 6	
Developing methods for teaching independent studies courses normally neglected i.e. lab science courses	(21) 20	(21) 1	- 0	
Maintaining faculty interest in instructing independent studies courses	(18) 28	- 0	(15.5) 8	

Years of Experience
A = 1-9 years
B = 10-19 years
C = 20+ years

APPENDIX G

RANK ORDER OF COMPETENCIES AND COMPARISONS

BY ENROLLMENT AND EXPERIENCE

IN ROUND III

**SUMMARY AND RANK ORDER
OF COMPETENCIES GENERATED
FROM ROUND III OF STUDY**

	Totals	Rank Order
1. Promptness in returning lessons or assignments	403	1
2. Ability to communicate in writing	345	3
3. Knowledge of content area	356	2
4. Providing pertinent comments on students' work	305	4
5. Willingness to incorporate teaching techniques suitable for independent study	231	7
6. Understanding the unique needs of independent learners	241	6
7. Willingness to respond to student questions and problems	250	5
8. Interact with students to reinforce and motivate	178	8
9. Believe in and support this method of instruction	167	9

**COMPARISONS OF RANK ORDER
BASED ON ENROLLMENT
IN ROUND III OF STUDY**

	A N 26	B N 21	C N 8
Promptness in returning lessons or assignments	(1) 107	(1) 147	(1) 59
Ability to communicate in writing	(3) 157	(2) 139	(3) 49
Knowledge of content area	(2) 73	(3) 130	(2) 53
Providing pertinent comments on students' work	(4) 149	(4) 111	(4) 45
Willingness to incorporate teaching techniques suitable for independent study	(5) 123	(9) 70	(5.5) 37
Understanding the unique needs of independent learners	(6) 13	(6) 91	(5.5) 37
Willingness to respond to student questions and problems	(7) 108	(5) 107	(7) 35
Interact with students to reinforce and motivate	(8) 82	(8) 71	(8) 25
Believe in and support this method of instruction	(9) 68	(7) 79	(9) 20

Size of Enrollment

A = 10-1,999

B = 2,000-4,999

C = 5,000+

**COMPARISONS OF RANK ORDER
BASED ON EXPERIENCE
IN ROUND III OF STUDY**

	A N 23	B N 24	C N 8
Promptness in returning lessons or assignments	(1) 171	(1) 183	(2) 49
Ability to communicate in writing	(3) 142	(3) 151	(1) 52
Knowledge of content area	(2) 151	(2) 162	(4) 43
Providing pertinent comments on students' work	(4) 120	(4) 144	(5) 41
Willingness to incorporate teaching techniques suitable for independent study	(5) 114	(8) 81	(7) 35
Understanding the unique needs of independent learners	(6) 100	(6) 96	(3) 45
Willingness to respond to student questions and problems	(7) 99	(5) 114	(6) 37
Interact with students to reinforce and motivate	(8) 66	(7) 82	(8) 30
Believe in and support this method of instruction	(9) 72	(9) 67	(9) 23

Years of Experience

A = 1-9

B = 10-19

C = 20+

APPENDIX H

PARTICIPANTS IN THE INDEPENDENT STUDY

DELPHI PROJECT

PARTICIPANTS
INDEPENDENT STUDY DELPHI PROJECT

Adams State College	University of California-Berkeley
Arizona State University	University of Colorado-Boulder
Auburn University	University of Florida
Ball State University	University of Georgia
Brigham Young University	University of Idaho
Central Michigan University	University of Kansas
Eastern Kentucky University	University of Kentucky
Eastern Michigan University	University of Maryland
East Tennessee University	University of Michigan
Indiana State University	University of Minnesota
Indiana University	University of Missouri-Columbia
Louisiana State University	University of Nebraska-Lincoln
Mississippi State University	University of Nevada-Reno
Murray State University	University of North Carolina
North Dakota Div. of Independent Study	University of North Dakota
Ohio University	University of Northern Iowa
Oklahoma State University	University of Oklahoma
Oregon State System-Portland State University	University of South Carolina
Pennsylvania State University	University of Southern Mississippi
Roosevelt University	University of Texas-Austin
Southeastern College	University of Washington
Southern Illinois University	University of Wisconsin
Texas Tech University	University of Wyoming
University of Alabama	Upper Iowa University
University of Alaska-Fairbanks	Utah State University
University of Arizona	Washington State University
University of Arkansas	Weber State College
	Western Illinois University
	Western Michigan University

VITA

Kenneth Hershhal Mayton

Candidate for the Degree of

Doctor of Education

Thesis: COMPETENCIES FOR TEACHERS OF INDEPENDENT STUDIES BY
CORRESPONDENCE IN AMERICAN COLLEGES AND UNIVERSITIES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Sewickley, Pennsylvania, September 5,
1942, the son of Saner and Marie Mayton.

Education: Graduated from Malvern High School, Malvern, Arkansas,
1960; received a Bachelor of Arts in Religious Education
degree from Central Bible Institute, Springfield, Missouri,
in 1964; received a Master of Arts degree from Harding
College Graduate School of Religion, Memphis, Tennessee, in
1972; completed requirements for the Doctor of Education
degree in Occupational and Adult Education, with an emphasis
in Adult and Continuing Education, at Oklahoma State
University, Stillwater, Oklahoma, in December, 1989.

Professional Experience: Minister of Youth and Education,
Whitehaven Assembly of God, Memphis, Tennessee, 1964-1966;
Associate Pastor, First Assembly of God, Memphis, Tennessee,
1966-1975; Senior pastor, Evangel Temple Assembly of God,
Decatur, Georgia, 1975-1979; Associate Director, Institute of
Christian Training, Lindale, Texas, 1979-1980; Senior Pastor,
First Assembly of God, Tucson, Arizona, 1980-1984; Instructor
in Christian Education, Oral Roberts University, Tulsa,
Oklahoma, 1984-1987; Assistant Professor of Christian
Education, Oral Roberts University School of Theology and
Missions, Tulsa, Oklahoma, 1987-1989.

Professional Organizations: Ordained Minister, Assemblies of God;
Evangelical Teacher Training Association; National
Association of Professors of Christian Education