Tutorial Distance Learning: Rebuilding Our Educational System
(Book Review)

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Tutorial Distance Learning: Rebuilding Our Educational System
Alfred Bork and Sigrun Gunnarsdottir
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In their book Tutorial Distance Learning Alfred Bork and Sigrun Gunnarsdottir confront one of the most vital questions facing education today: Given that we face increasing demand for education and have access to ever-more capable technology, how should we design courses? The authors suggest a bold way forward.

Individualisation, they proclaim, is what is needed in education however it is too expensive to provide in the classic Oxford one instructor to one student model or the Socratic method used in small groups. Their solution: develop high-budget multimedia applications that are designed to be responsive to the individual, thereby providing customisation to students at the lowest possible variable cost. Individualisation is certainly not possible in the ‘information-transfer’ paradigm of education so common today; rather, they argue, the solution is ‘tutorial learning’.

Drawing from several fictional works coupled with their vision of what is possible; Bork and Gunnarsdottir suggest an idealistic technology-based education system which has learners interacting with responsive computer programmes. The computer becomes the adaptive tutor, working through ‘conversational interaction’. Assessment is based on mastery so that the student has a firm foundation for further study.

Though the idea is courageous and certainly possible, I found parts of the book difficult to wade through and there are many unfortunate grammatical errors. Moreover there is a mixture of what is already well-known to those in the field coupled every now and again with a quick reference to specialist theories that a newcomer to the field might have difficulty with. Many sections are also fairly fragmented, though there is a very good logical layout to the overall argument.

This book will be of interest to educational theorists and project managers involved with multimedia software development. There are some latter chapters (11, “Developing Tutorial Learning Units” and 12, “Costs of Highly Interactive Learning”) that will be of particular benefit.

In conclusion I was left with the impression that while Bork and Gunnarsdottir have a clear vision of what the future of education should be like, there is still significant development, testing and further research necessary before they will be able to generate a critical mass of evidence and a broad appeal to their ideas. They have laid a bold theory; modern examples and evaluation are now needed to illustrate its practicality.
In the last two decades distance learning over the Internet, it says, is now the “dominant remote learning craze.” In 1993, the Higher learning Commission accredited its first fully online university to now 65% of higher education institutions claiming distance education is now a critical part of their long term strategies. As technology advanced, so did the methods of distance learning. With the advent of the radio, in 1922 Pennsylvania State College took advantage of this by broadcasting courses over the radio. A television based system was used by the University of Houston in 1953, and a phone based system was even introduced in 1965 by the University of Wisconsin. Keywords: educational management, distance learning, innovative technologies, models for introducing online education.

INTRODUCTION. As the Internet spreads across all industries, colleges and universities also have looked to online software (Dawson, Bakharia, & Heathcote, 2009; Fuller, Vician, & Brown, 2006; Guri-Rosenblit, 2016; Kearsley, 2000). In modern educational environment, success of distance learning largely depends on the perception of teachers. Many of them are questioning the effectiveness of online education and refer to time factors and technical problems (Anderson & Dron, 2011; Hung, 2016). Our original system was designed to eliminate the identified barriers. 2/8. EURASIA J Math Sci and Tech Ed. @article{Nichols2001TutorialDL, title={Tutorial Distance Learning: Rebuilding Our Educational System}, author={Mark Nichols}, journal={Educational Technology & Society}, year={2001}, volume={6}, pages={79-79} }. Mark Nichols. 1. Introduction. 2. Problems and Visions of Learning. 3. Factors of Distance Learning. 4. Distance Learning - Present and Future. 5. Individualization and Interaction. 6. Multimedia in Learning. 7. Tutorial Learning. 8. Delivery of Learning. 9. Learning and Assessment. 10. Structures for Technology Based Learning. 11. Developing Tutorial Learning Units. 12. Costs of H