ASSESSING THE DESIRE OF ONLINE COURSE OFFERINGS AT THE UNIVERSITY OF WISCONSIN-STOUT

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Abstract

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The purpose of this study is to assess the desire of participants of the Technical Instructor Institutes, offered through the University of Wisconsin-Stout, for the development of online course work in the disciple of training and human resource development at the graduate level program and vocational education at the undergraduate level. The Technical Instructor Institutes is a professional development program offered by the University of Wisconsin-Stout for persons working in the field of technical training.

The World Wide Web is changing how society operates in ways that are hard for some to imagine or understand. From on-line banking, shopping, vacation planning, home buying, and formalized learning, the World Wide Web

phenomenon, or more precisely on-line learning, is becoming a pressing reality for institutions of higher education.

The Internet has created a new medium for coursework delivery for educational institutions across the globe. Institutions of higher learning are beginning to create a presence on the Internet, offering their programs to student anywhere around the world with access to a personal computer and an Internet connection. This has caused increased competition for technical colleges and universities everywhere because a student now is not limited to an institution based on location.

The data was collected in the form of a written survey to past-participants in the Technical Instructor Institutes over the last six years. This created a baseline of data determining the interest of working professionals and their desire to continue their education with the University of Wisconsin-Stout over the Internet.

The survey was developed to determine the level of interest participants have in enrolling in an on-line course, past experience of on-line learning, level of comfort with the internet, access to hardware necessary to enroll in an on-line course, and how they would identify themselves as a learner.

The research indicated there is a strong interest for both an on-line master's degree in Training and Human Resource Development and an on-line bachelor's degree in Vocational Education.

A model of web-based instruction is recommended that will assist University of Wisconsin-Stout in developing an implementing a successful program. Along with this model outlining strategies for designing on-line instruction and making them work was developed based on the survey findings.

These models can be used to develop strategies and make decisions when creating on-line courses. Guidelines for developing on-line courses can be divided into three areas: pedagogical, organizational, and institutional issues (Schrum, 1998).

Pedagogical issues include identifying learning goals, teaching styles, the instructors role, evaluation, and interactivity. Laurillard (1993) describes four ways of supporting interaction with learners in an on-line environment. They include; using a common language, being adaptive, activities allowing students to demonstrate their understanding of materials, and reflection on student work by other students (Laurillard 1993).

A Web-Based University Instruction Model outlines the instructional approach and strategy and compares that with the traditional instructional techniques. This will assist faculty in developing a new instructional teaching method to adapt to teaching on the World Wide Web.

TABLE OF CONTENTS

LISTS OF TABLES

Acknowledgments

As with all that we accomplish in life, nothing would be achieved without the love and support of those who surround us. I would not have set out on this journey without the loving support of my friends and family.

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CHAPTER I

Research Problem and Objectives

Introduction

The Internet has created a new medium of coursework delivery for educational institutions across the globe. Institutions of higher learning are beginning to create a presence on the Internet, offering their programs to students anywhere around the world with access to a personal computers and an Internet connection. This has caused increased competition for technical colleges and universities everywhere because a student now is no longer limited to an institution based on location.

The purpose of this study is to assess the desire of participants of the Technical Instructor Institutes, offered through the University of Wisconsin-Stout, for the development of on-line course work in the disciple of training and human resource development at the graduate level or vocational education at the undergraduate level. The Technical Instructor Institutes are a professional development program offered by the University of Wisconsin-Stout for persons working in the field of technical training. The purpose of researching this particular population is their current employment in the field of technical training and their apparent interest in continuing their education by participating in the Technical Instructor Institutes.

This study will specifically assess the desire of these participants to enroll in on-line courses and their level of comfort with on-line learning. Also being examined are their current job status, their past experience with on-line learning, and their analysis of their personal level of self-motivation for learning. More specifically if they would

define themselves as self-directed learners. A self-directed learner is defined as a "process in which individuals take the initiative, with or without the help of others" (Knowles 1975). The relationship between the theory of self-directed learning and this study is the correlation between being self-directed in learning and willingness to enroll in an on-line course.

Context

The University of Wisconsin-Stout is part of the University of Wisconsin system and serves over 7,700 undergraduate and graduate level students each year. The university was founded in 1891 and prepares students for productive careers in business, industry, technology, education, human development, and art and design. The university is located in Menomonie, WI about 50 east of Minneapolis/St. Paul, MN.

The University of Wisconsin-Stout currently offers a Master's Degree program in Training and Human Resource Development. The program is intended for persons employed in business or industry who have technical experience or career interest in the field of training and development. Students are exposed to a variety of course-work (Appendix A) including Training Design and Evaluation, Psychology of the Adult Learner, Management and Coordination of Training and Development, and Delivery Systems for Training. Students have the opportunity to refine their presentation skills and become practiced in the area of research by completing a Field Problem in Training and Development. The program consists of 30 semester hours of approved graduate credits. The faculty members present a wide variety of academic and practical experiences in the field.

The Vocational, Technical and Adult Education undergraduate degree program began in 1918 and has been recognized nationally and internationally for quality in education. The program prepares students to teach in post-high school setting, such as junior colleges, technical colleges and industrial training programs. Graduates of the program have found themselves teaching in many different areas including food service, machine technology, optimetric assistant, and drafting.

The Technical Instructor Institutes specializes in training technical instructors and managers of technical training programs. The Institute features a blend of practical knowledge and hands-on application. The classes included in this program are: Training Skills for Instructors, Advanced Training Skills for Instructors, In-House Technical Training, Instructional System Design, Managing Technical Training, and Special Topics. These courses are offered throughout the year and cost approximately $1000. University of Wisconsin-Stout has been offering this program to professionals across the country for the past four years. Prior to the Technical Instructor Institutes being offered through the University of Wisconsin-Stout, it was offered for 25 years at the University of Wisconsin-Eau Claire. In an effort to determine participants interest in additional learning opportunities through University of Wisconsin-Stout, a survey will be administered to a random sample of participants since the inception of this program at the University of Wisconsin-Stout.

Currently the University of Wisconsin-Stout also offers a random variety of on-line courses. The courses related to the Training and Development Master's Degree program include Management and Coordination of Training and Performance Analysis.

These courses have been developed by instructors interested in teaching on-line and have been individual in development and approach.

Research Question

The research question was developed to explore the following issues:

1. To identify if the University of Wisconsin-Stout should aggressively evaluate creating an on-line Baccalaureate Degree in Vocational Education and an on-line Masters Degree in Training and Human Resources Development.
2. Based on question one, develop a model that will assist the University of Wisconsin-Stout in pursuing on-line program development.

Research Objectives

This research project will attain the following objectives:

1. To determine if participants from the Technical Instructor Institutes have interest in pursuing an online degree as either an undergraduate in Vocational Education, or a graduate student in Training and Human Resources Development from the University of Wisconsin-Stout.
2. To develop a model that enables the University of Wisconsin-Stout to proceed in investigating and developing an on-line program in either of the above mentioned disciplines.

Needs Statement

As in all areas of business, institutions of higher education are finding themselves in a more competitive environment than ever before. Part of the increased competition directly correlates with the school's ability to offer on-line programs. Now

more then ever students have limitless options of the institutions they can attend. For that very reason, universities and all secondary institutions need to position themselves in this global market to survive.

Outline of Report

The outline of the report follows a standard five-chapter thesis/field project format. This is the format prescribed by the Graduate College of the University of Wisconsin Stout, Menomonie, Wisconsin. The following table **(Table 1)** outlines the chapters and topic areas for each chapter.

Table 1: Chapter Outline

Chapter	Topic	Brief Description
I	Introduction	Includes the background to the research, research question, research objective and definition of terms.
II	Review of Literature	Includes a literature review of journal articles relating to on-line learning and web-based program and course design.
III	Qualitative Methodology	Includes a description of the methodology
IV	Findings & Analysis of Results	Includes an analysis of research findings
V	Summary, Conclusions & Recommendations	Includes recommendations and conclusions based on the findings in the literature and the research tool.

Definition of Terms

The following definitions include terminology that relates to that topic of on-line learning and web-based course design and instruction. The definitions are taken from the Merriam-Webster's Collegiate On-line Dictionary unless otherwise cited.

Self-directed learner

A process in which individuals take the initiative, with or without the help of others (Knowles 1975).

Internet

Is an electronic communications network that connects computer networks and organizational computer facilities around the world.

On-Line

Refers to being connected to the Internet on a computer.

World Wide Web

Refers to a part of the Internet designed to allow easier navigation of the network through the use of graphical user interfaces and hypertext links between different addresses -- called also Web.

Synchronous

Is a happening, existing, or arising at precisely the same time. As it related to on-line learning it means that all students would need to be logged on to the Internet at the same time to participate in the class.

Asynchronous

When referring to digital communication (as between computers) in which there is no timing requirement for transmission and in which the start of each character is individually signaled by the transmitting device : not synchronous.

Cyberspace

The on-line world of computer networks.

Logged-on

To establish communication and initiate interaction with a time-shared computer or network.

CHAPTER II

Literature Review

When defining the parameters of the problem: "Should the University of Wisconsin-Stout offer a Master of Science Degree in Training and Human Resource Development or a Baccalaureate Degree in Vocational Education using distance education techniques, specifically internet-based instruction?", the research will include a full review of the current literature covering the topic. In order to do this, several sources should be reviewed and issues discussed. The related readings indicate there is a growing trend of internet-based college course offerings in the United States. The changing demographics of the country, and the continual shift of knowledge and skills needed in today's workforce are quickly forcing institutions of higher learning to invest in a new approach to educating today and tomorrow's workforce.

History of Distance Education

Before we can begin to answer the question of increasing distance education course work, it is important to briefly look at the history of distance education in higher education. Distance education practices date back to 1840 when Sir Issac Pitman, the English inventor of shorthand, came up with the idea for offering instruction to a potentially limitless audience: correspondence courses by mail. Pitman's concept was so popular that within a few years he was corresponding with a students near and far (Phillips 1998). This was only the beginning of a trend that swept over Europe and the United States, and by 1969 distance teaching had developed into an important part of higher education in several countries.

The United Kingdom's Open University was founded in 1969 and signifies the second phase of distance learning (Curran 1997). The Open University sent learning materials to students by mail. Materials included texts and audio and video materials. These were supplemented with broadcast radio and television. Each student was assigned a tutor who tutored over the telephone and in group sessions in the evenings or on weekends. At roughly the same time as the founding of the United Kingdom's Open University, satellites were moving into commercial use. PEACENET in the Pacific Basin was founded in 1971 and used in the first ever application of satellites in distance education (Hall, 1996).

Today, the majority of higher education institutions in the United States have distance learning programs, according to the National Center of Educational Statistics (NCES 1997). According to the United States Department of Education, about a quarter of the U.S. institutions that offered distance education courses in the fall of 1995, offered degrees that students could complete by taking distance education courses exclusively, and 7% offered certificates that could be completed that way. There were an estimated 690 degrees and 170 certificates (Lewis, et al. 1997).

As of 1997, enrollment had grown to become a significant part of the university student population in many countries. In a number of countries, distance education students compose 10-14% of the total undergraduate student population, and in a few cases it is as high as 39-40% (Curran 1997).

Table 2 - Percentage distribution of higher education institutions, by current and planned use of distance education 1995.

Institutional Characteristics	Currently offering distance education courses	Planning to begin offering distance education courses in the next 3 years	No plans to offer distance education coursers in the next 3 years
All Institutions	33	25	42
Institution Type			
Public 2-year	58	28	14
Private 2-year	2	14	84
Public 4-year	62	23	14
Private 4-year	12	27	61
Geographic Region			
Northeast	20	27	53
Southeast	31	28	41
Central	39	24	37
West	40	23	37
Enrollment			
Less than 3,000	16	27	56
3,000 to 9,000	61	24	15
10,000 or more	76	14	10

The above table (Table 2) outlines the current percentages of higher education institutions offering some form of distance education and their plans over the next three years.

Internet-Based Instruction

Taking a closer look at internet-based course offerings many educators have recognized the potential of using the Internet for instruction. Although many Internet technologies such as email, listservs, ftp, and conferencing can be used to assist with teaching, the World Wide Web remains the most popular medium. It is a friendly format with east to access text, graphics, audio, and video materials (Huzari and Schnorr l999). Most education web sites provide basic course information such as a syllabus, schedule, announcements, and reading lists. Others go beyond basic materials and include synchronous or asynchronous communication, on-line testing, discussion groups, conferences, whiteboards, streaming audio, and video (Huzari and Schnorr 1999). These types of materials are being made available in courses that meet in classrooms regularly and use Web materials as supplementary tools, as well as courses that are delivered entirely over the Web without traditional classroom meetings (Huzari and Schnorr 1999).

Case Studies of Internet-based Courses

Students enrollment in virtual universities is continually growing. More than a 5000 percent increase in enrollment in on-line courses at the University of Maryland

University College over the past four years proves that, and colleges and universities are responding by rapidly offering courses on-line (Glanz 1998).

According to Glanz (1998) on-line learning allows Roxanne Everetts, of Annandale, Va., an opportunity to receive a master's degree in management science without making a 90-minute commute in heavy traffic. It also allows her to work on assignments, turn them in and read her professors remarks any time of day because on-line courses are asynchronous - they don't take place in real time. This is just one simple example of the reason on-line course work and entire undergraduate and graduate programs are growing at such a rapid rate.

Sheri Slaughter was pregnant and working full time, but she recently finished two classes: economics and accounting. And she looks forward to Monday when she will start two more courses at Nova Southeastern University in Fort Lauderdale - without ever once leaving her Pembroke Pines home, a half-hour drive away (Deneen 1998). Slaugter, like many other adult students from near and far are enrolled in the Master's in Business Administration on-line program (Deneen 1998). At $20,000, the 18-month program costs 15 percent more than attending classes in person at Nova (Deneen 1998).

On-line students feel that it is more convenient to set there own study pace and have the flexibility to logon to the computer for several hours per week when they have the time in their schedule (Deneen 1998).

These students are joining a growing trend. On-line classes among the new ideas of higher education today according to Terri Hedegaard-Bishop, vice president of

Distance Learning at the university of Phoenix, which has a satellite campus in Orlando (Deneen 1998).

Virtual classes could become the norm in the next century, predicts Robert Sellani, director of Nova's MBA On-line Program (Deneen 1998). According to Deneen (1998) Sellani's on-line students participate in regularly scheduled chat rooms where questions are answered, both by students and Sellani, just like in a classroom. Sellani does not lecture in the traditional sense, however he guides students through material they are expected to read. If a student cannot make the chat group, she or he arranges with Sellani to have class material reviewed via e-mail (Deneen 1998).

Undergraduate students enrolled in economics classes at a university in Ohio were asked about their perceptions and the usablity of the class materials placed on the World Wide Web (WWW) in addition to lecture and lab time (Bee and Usip 1998). Part of this research included a series of tests to determine if attitudes about the Internet differed between users and nonusers of Web-based instruction (WBI) (Bee and Usip 1998).

In this study, the specific research question was to determine student perceptions about distance learning in general and for economic courses in particular (Bee and Usip 1998). A secondary issue was to determine the perceptions between users and non-Internet users. For those students who used the Internet technology for WBI, it was their belief that the WWW was not a passing fad but a permanent, and cost-effective way of delivering and receiving economic knowledge (Bee and Usip 1998).

According to Bee and Usip (1998) the perceptions ofthe students using the Internet was quit different from the students not using the Internet. Users of WBI concluded that as a result of their participation they not only improved their performance in economics, but their cumulative grade point average as well learning general knowledge by surfing the WWW. In addition, their beliefs were so strong that they felt distance learning using the Web was necessary, that the benefits exceeded the cost, and that a distance learning course should be a requirement for graduation from the university. The distinguishing conclusion associated with the nonuser's is their perception that the university should help provide financial assistance to defray the associated cost of a computer, modem, etc. and ancillary costs of going on-line.

While there are many interesting differences between the two groups, there were areas that the two groups agreed (Bee and Usip 1998). Of the seventeen statements on the questionnaire, no statistically significant differences in opinion existed for eight of the questions. For example, there was agreement that distance learning was more suited for some courses over others and that is could be a valuable supplement to the traditional classroom lecture approach. Also, the individuals in the groups agreed that the Internet provided a good means of collecting data and communicating with their classmates and instructors. (Bee and Usip 1998).

According to Bee and Usip, (1998) the results of the research leads to the conclusion that the students who were exposed to distance learning found it to be a positive addition in their educational experience. The nonusers provided an interesting challenge to university administrators and faculty. Possibly little can be done to

encourage the WWW's use if the students perceives that he or she does not have enough time to devote to learning the technology. However, if the resistance to use is attributed to financial, possibly the university could in conjunction with local financial institutions establish programs that would help students purchase the necessary equipment (Bee and Usip 1998). These are management and leadership issues that confront university administrators as a result of the increasing importance of telecommunication-based learning and are likely to increase (Duning, et al 1993). Another challenge facing administrators is to encourage nonuser faculty to become comfortable with the Internet technology (Bee and Usip 1998).

Purdue University Calumet has begun offering some of their classes on-line. As Dr. Judy Ann Serwatka, Associate Professor of Information Systems and Computer Programming at Prude University Calumet stated, the methods used to convert a traditional classroom course into an Internet are significant and depend on the coursework. One suggestion is to take a portion of the class that is easily adaptable to the Web, put it on-line and then have the students access that material before the course even begins. By doing this, the instructor can get a feeling for using the Web for instruction, the students become familiar with accessing the information from the Web, and it can be a start to putting the whole course on-line (Serwatka (1999).

According to Serwatka (1999), although there have been problems along the way with their on-line courses, the project has been a success. All on-line courses fill during early registration, and fill as many sections as they put on the schedule. Other academic areas are also finding the courses to be very popular. As distance learning becomes more

acceptable in higher education, the importance of these courses will become apparent.

Student Population

Estimates are that by the year 2007 almost 50 percent of all learners enrolled in postsecondary education courses will take some of their courses through distance education delivery formats (Kascus 1997). Adult learners have become an important component of today's college population. The Digest of Educational Statistics reported that by the year 2001 more than 15 million adults are expected to be enrolled either full or part-time in higher education (NCES 1995). While adult learners are a significant and growing segment of postsecondary education, some of their characteristics and needs are often distinct from traditionally aged college students (Neeley, Niemi, and Ehrhard 1998).

According to Neeley, Niemi, and Ehrhard (1998), almost by definition, the adult learner is a person who returns to study, on a full-time or part-time basis, after a period of time spent in other life activities or pursuits. As a result, he or she brings a rich background of life and work experience to the classroom. Another way in which adult learners differ from younger learners is that their goals are often more clear cut and they tend to be more motivated. Adult learners are more active in their own learning, and are more willing than younger learners to make sacrifices in setting goals for themselves and in striving to reach them.

Some of the advantages adult learners posses are also strong disadvantages. Lack of time can be both an advantage and disadvantage. Intensified work obligations, a child with an illness, or any number of other pressing and occasionally urgent demands, can

distract adult learners from their course of study or exhaust their mental and physical stamina before class meetings or study are even considered. Fortunately, many aging adults have been able to face new challenges and overcome these obstacles because of the opportunities created by technological advances (Neeley, Niemi, and Ehrhard 1998).

Self-Directed Learning

When we explore the profile of a typical on-line student, that student would be described as an adult learner. Add to that, one might assume a self-directed learner. A self-directed learning is defined as "a process in which individuals take the initiative, with or without the help of others," to accomplish their learning goals and objectives (Knowles 1975). The self-directed learning model relates well to the concept of on-line learning and the need to be self-directed and personally motivated. In most circumstances there is not a traditional classroom component to the curriculum and students need to be accountable for their participation and completion of the course expectations.

The Human Factor

On-line learning will not replace a face-to-face instructor, but on-line learning is creating some changes (Abernathy 1999). The movement toward learning anywhere and any time correlates with the idea that learning in life is much more than what occurs in the classroom (Bruce 1999). Students graduating from a university often describe opportunities to learn from other students and informal learning experiences as being more important than their formal coursework (Bruce 1999).

Skeptics argue that there is no direct contact between instructor and student when the only classroom is a computer monitor. It is true that there is no opportunity to meet face-to-face with faculty or other students (Altes l999). However, sharing ideas through a computer and modem is real communication. Conversing at a distance can be very effective and may result in a closer and more open relationship (Altes 1999). Instructors, knowing they have limited communication time with their students, think more carefully about their messages, and become more effective communicators (Altes 1999). Computer-based instruction encourages faculty to offer students guidance, rather than lectures. And it facilitates student questions, of faculty and other students, encouraging interactive communication not possible in the large lecture hall (Altes 1999).

In the traditional classroom, the potential for collaborative learning, is very high, but instructors have a difficult time turning away from their traditional teaching style of classroom lecture. In Internet-based courses, technology supports collaborative learning, problem-solving, and higher order thinking skills - opportunities a lecture-style teaching strategy can not offer (Van Dusen 1997).

Assessment

Assessment is yet another area of concern that Internet-based courses have been faced with. A number of investigators have reported the benign and consistent finding that there is no significant difference in student learning associated with the course setting (Dorninguez and Ridley 1999).

According to Dominguez and Ridley, student performance is typically at the center of assessment. This entails test scores, exams, and assignments within the context of the course itself (Dominguez and Ridley 1999).

Searcy and Others (1993) and Nixon (1992) conducted studies to determine whether students learn as well in an on-line environment as they do in traditional education settings. Both Searcy (1993) and Nixon (1992) found no significant difference in average GPAs between distance courses and traditional formats.

Questions of Distance Education

Currently, one of the greatest challenges associated with the creation of on-line courses are the faculty who are resistant and uncomfortable with learning the new medium (Parrott 1995). Understandably, they are concerned about the impact of technology on their roles as faculty members (Parrott 1995). Faculty unions have been very vocal in leading the resistance of this new technique. Current issues being discussed among faculty union members include intellectual property rights, fair compensation, decline in quality due to canned courses, and preserving human contact (Monaghan, 1995).

When we look at the practical and cultural barriers of distance learning, we find that although many schools want to move into distance education, most universities simply do not have the technology, the financial backing, or the personnel to allow them to be successful (Green 1997). Similarly, even though more and more people have access to computers, access is not equal between socioeconomic classes (Barley 1999).

Due to the nature of the medium, we need to know which subjects are most suited to Web-based education (Barley 1999). Some limitations are likely to be technological. For instance, even though Web-based education can be a multimedia affair, technical and economic realities (such as bandwidth and cabling) are likely to pose constraints on implementation (Barley 1999). Other limitations may be social. If early developers are technical people, then all else being equal, their courseware should highlight technical information (Barley 1999). Finally, some limitations may be inherent in the medium itself. For example, technical skills are often difficult to learn except by doing, and some even require face-to-face interaction with more accomplished members of a community of practice (Orr 1997). It is difficult to comprehend how the Web could simulate such learning (Barley 1999).

CHAPTER III

Research Methods

Introduction

The purpose of this study is to assess the desire of the professional in the field of technical training for an on-line Master's program in training and human resource development or an undergraduate program in vocational education.

Distance education is far from a new concept, dating back as early as 1840 (Phillips 1998). As with most long standing practices, technology is simply changing the look of a well-founded educational tool.

Universities everywhere have logged-on to the Internet and made their courses available to student near and far, according to the National Center of Educational Statistics (NCES 1997). This phenomenon is creating an increase of competition and a largely expanded marketplace. To remain competitive, now and in the future, it is imperative for all universities to examine their potential students needs and desires for coursework availability.

This chapter outlines the following; first the research design explaining the layout of the research, the population and sample, and an explanation of the final instrumentation used in obtaining the data.

Research Design

In determining a research model for the problem stated earlier, it is first necessary to determine the best format for obtaining quality and factual data.

Qualitative Research

Qualitative methods are an intensive measurement approach used when indicators of concepts are drawn from direct observation or in-depth discussion (Schutt 1999). This approach is most appropriate when it is not clear what meaning people attach to a concept or what sense they might make of particular questions about it (Schutt 1999).

Quantitative Research

Surveys and experiments typically use standardized, quantitative measures of attitudes, behaviors, or social processes (Schutt 1999). Closed-ended questions are most common and are well suited for the reliable measurement of variables that have been studied in the past and whose meaning is well understood (Schutt 1999).

Survey methods lend themselves to probability sampling from large populations (Schutt 1999). Survey research is a very appealing method when the sample is large and geographically dispersed. This was the case of the population for this study.

One concern with using a survey method is the importance of the survey validity including participant selection, survey questions, and layout and design. Therefore, significant planning and testing of the survey design prior to the final survey being sent to participants is imperative to accuracy and validity of the research.

Based on the above descriptions of qualitative versus quantitative research and the population determined to sample, a written survey was deemed the most appropriate tool and method of research for the above mentioned question.

Questions were developed in conjunction with the College of Technology, Engineering and Management administrative and academic staff. A pilot survey will be conducted with 50 participants to identify the clarity and response rate of the survey using the selected population. The questionnaire mailing will include the survey (Appendix B), a letter of explanation (Appendix C), and a self-addressed stamped envelope to increase participant response (Schutt 1999).

Population and Sample

The population for this study is 100 past-participants in the Technical Instructor Institutes offered by the University of Wisconsin-Stout. The University of Wisconsin-Stout is part of the University of Wisconsin system and serves over 7,700 undergraduate and graduate level students each year. The university was founded in 1891 and prepares students for productive careers in business, industry, technology, education, human development, and art and design. The university is located in Menomonie, WI about 50 east of Minneapolis/St. Paul, MN.

The Technical Instructor Institutes are a professional development program offered by the University of Wisconsin-Stout for persons working in the field of technical training. The Institutes feature a blend of practical knowledge and hands-on application. Some of the classes include Training Skill for Instructors, Advanced Training, In-House Training, Instructional System Design, and Managing Technical Training. The courses are held at differing times throughout the year and are five days in duration and cost approximately $1000. Participants come from a variety of

backgrounds and levels of education and also represent many different geographic locations throughout the United States.

The purpose of studying these particular participants is their current employment in the field of training and their apparent interest in continuing their education by participating in the Technical Instructor Institutes. Because they are already familiar with the University of Wisconsin-Stout and show an interest in continuing their education by enrolling in the Technical Instructor Institutes, we presumed they were likely candidates for a possible on-line program.

The University of Wisconsin-Stout has only been hosting this program for the past four years. Prior to this time, the University of Wisconsin-Eau Claire ran the Technical Instructor Institutes for 25 years. Therefore, the sample size is limited to the past four years of the program. From this population a stratified random sample of 100 past participants will be conducted.

Instrumentation

The basis of this study is to assess the desire of current professionals working in the area of technical training for an on-line graduate degree program in Training and Human Resource Development or an undergraduate degree program in Vocational Education.

Institutions of higher education are no longer in the position to postpone offering on-line degrees. With an increase in continuing education, based on the current job market, and the expansion of the World Wide Web, on-line is no longer the future, but the present (Lewis, et al. 1997).

Surveys and experiments typically use standardized, quantitative measures of attitudes, behaviors, or social processes (Schutt 1999). Closed-ended questions are most common and are well suited for the reliable measurement of variables that have been studied in the past and whose meaning is well understood, allowing this study to be duplicated at a later date (Schutt 1999).

Survey methods lend themselves to probability sampling from large populations (Schutt 1999). Survey research is a very appealing method when the sample is large and geographically dispersed. This was the case of the population for this study.

An in-depth written survey will be sent to a stratified random sample of participants in the Technical Instructor Institutes (Appendix B). The survey questions, layout, and design were a collaborative effort involving the researcher, administrative and academic professionals from the College of Technology, Engineering and Management from the University of Wisconsin-Stout. The mailing will include a letter of explanation, the survey, and a self-addressed stamped envelope to increase participant response (Schutt 1999).

A pilot survey will be developed and administered to 50 participants in the Technical Instructor Institutes to identify the clarity and response rate of the survey.

Research Schedule

Review of Literature	December 1999
Develop Survey & Letter	April 2000
Administer Pilot Survey	May 2000
Administer Survey	October 2000

CHAPTER IV

Analysis of Findings

Introduction

The purpose of this study is to assess the desire of participants of the Technical Instructor Institutes, offered through the University of Wisconsin-Stout, for the development of on-line course work in the disciple of training and human resource development at the graduate level or vocational education at the undergraduate level. The Technical Instructor Institutes are a professional development program offered by the University of Wisconsin-Stout for persons working in the field of technical training. The purpose of researching this particular population is their current employment in the field of technical training and their apparent interest in continuing their education by participating in the Technical Instructor Institutes.

Research Question

The research question was developed to explore the following issues:

1. To identify if the University of Wisconsin-Stout should aggressively evaluate creating an on-line Baccalaureate Degree in Vocational Education and an on-line Masters Degree in Training and Human Resources Development.
2. Based on question one, develop a model that will assist the University of Wisconsin-Stout in pursuing on-line program development.

Research Objectives

This research project will attain the following objectives:

1. 1.To determine if participants from the Technical Trainers Institute have interest in pursuing an online degree as either an undergraduate in Vocational Education, or a graduate student in Training and Human Resources Development from University of Wisconsin-Stout.
2. 2.To develop a model that enables University of Wisconsin-Stout to proceed in investigating and developing an on-line program in either of the above mentioned disciplines.

Method

A written survey was developed in conjunction with the College of Technology, Engineering and Management administrative and academic staff. A pilot survey was conducted with 50 participants to identify the clarity and response rate of the survey using the selected population. The questionnaire mailing included the survey (Appendix B), a letter of explanation (Appendix C), and a self-addressed stamped envelope to increase participant response (Schutt 1999).

The survey contained 28 closed-ended questions ranging from demographic information, to questions on learning style and experience with technology. The return response rate of the survey was 33.3%. Out of 100 surveys administered 31 were received and 7 were returned to sender due to an incorrect or an out-of-date address. To keep respondent information confidential, numbered postcards were included in the

survey mailing. Respondents were asked to return the postcard separately from the survey. The number of postcards returned equaled the number of surveys returned.

The survey was broken into four sections and four introductory questions. The introductory questions included their access to the technology needed to enroll in an online program. When respondents were asked if they had access to the Internet 100% responded yes (Table 3). 96.6% of respondents were comfortable or very comfortable using the internet, 83.8% were comfortable or very comfortable taking courses on-line, and 90.3% were comfortable or very comfortable learning information on their own (Table 3). Therefore, it appears that students do not have many hesitations to on-line learning both from a technology perspective or an environment perspective.

Section one focused on the respondents that do not currently have a bachelor's degree. Fourteen people responded to this section. When asked if they would be interested in obtaining a Bachelor's Degree in Vocational Education on-line 85.7% said yes. When asked if UW-Stout offered a Bachelor's Degree in Vocational Technical and Adult Education on-line, would they enroll 71.4% responded yes (Table 4).

Section two is similar to section one, however it addresses respondents who already have completed a bachelor's degree. In this section graduates are asked if they would be interested in an on-line Master's Degree program in Training and Human Resource Development. Out of the 17 respondents 94.1% said they would be interested in obtaining a Master's Degree in Training and Development on-line. 68.7% said they would be interested in enrolling in an on-line master's through UW-Stout (Table 5).

Section three focused on demographic and background information. Work experience of the respondents ranged from two to five years to over 16 years (Table 6). Educational background of the population varied from 51% completing a bachelor's degree to 19% of respondents highest level of education was a high school diploma (Table 7).

A summary of the results of section four can be found in (Table 8). This section was development as a likert scale and the questions were related to past experience of on-line learning and comfort level. The response to the questions averaged between two and three. A response of two was disagree and a response of three was undecided. There was a standard deviation of greater-than one on all questions and five out of the eight questions had a standard deviation greater-than two. These eight questions dealt with the respondent's feelings about on-line learning and level of comfort with technology and self-directed learning environments. One possible problem with these questions could lie in the wording of the questions. Also, the high standard deviation indicates a greater difference in the answers. This could indicate that the respondents, although very interested in an on-line program, do not have the particular skills necessary to be successful.

Table 3: Introductory Questions

Do you have access to a computer?

31 -Yes **100%**	**0** -No

If yes, where do you have access?

0 -Home	**2** -Work **6.4%**	**29** -Both **93.5%**

	Very Comfortable	Comfortable	Somewhat Uncomfortable	Very Uncomfortable
Using a computer to access the internet….	**25 (80.6%)**	**5 (16%)**	**1 (3%)**	**0**
Taking on-line courses……..	**13 (41.9%)**	**13 (41.9%)**	**4 (12.9%)**	**0 -** (1 didn't answer)
Learning information on your own…….	**19 (61.3%)**	**9 (29%)**	**2 (6.4%)**	**0**

Table 4: Vocational Education Bachelor's On-line

Would you be interested in obtaining a Bachelor's Degree in Vocational Education on-line?

12 -Yes **85.7%**	**1** -No	**1-** Did not respond

If UW-Stout offered a Bachelor's degree in Vocational Technical and Adult Education on-line, would you enroll in the program?

10 -Yes **71.4%**	**1** - No	**1-** Did not respond	**2** - Responded Maybe

Table 5: Training & Development Master's On-line

Would you be interested in obtaining a Master's degree in Training and Development on-line?

16 -Yes **94.1%**	**0** -No	**1** - Responded Maybe

If UW-Stout offered a Master's degree in Training and Development on-line, would you enroll in the program?

11 - Yes **68.7%**	**0** -No	**3** - Did not respond	**3** - Responded Maybe

Table 6: Years of Work Experience

How many years of work experience do you have?

0 0-1 year	**5** 6-9 years **(16.1%)**	**17** over 16 years **(54.8%)**
2 2-5 years **(6.4%)**	**5** 10-15 years **(16.1%)**	**2** - Did not respond **(6.4%)**

Table 7: Level of Education

Which category best describes your educational background?

6 High school graduate **(19.9%)**	**0** Completed an apprenticeship
16 Bachelor's Degree **(3%)**	**2** Vocational diploma **(6%)**
5 Associates Degree (A.A. or A.A.S) **(16%)**	**2** Other **(6%)**

Table 8: Section IV

Questions	Means	Standard Deviation
1. On-line course work is as valuable as traditional classroom instruction.	2.258	1.788
2. Interaction with other students is important to me to take courses outside of the classroom.	2.161	1.715
3. I have access to the internet.	2.968	2.415
4. I am comfortable navigating on the World Wide Web.	3.065	2.337
5. I am self-motivated to accomplish course objectives on my own.	2.774	2.217
6. I am comfortable communicating through email to my course instructor regarding assignments and question on subject matter.	2.806	2.167
7. If I enrolled in an online course, I would like access to the online course at all times (24 hours a day).	2.742	2.309
8. I have completed college course work through the internet in the past.	1.065	1.093

Chapter V

Summary, Conclusions and Recommendations

Introduction

The World Wide Web is changing how society operates in ways that are hard for some to imagine or understand. From on-line banking, shopping, vacation planning, home buying, and formalized learning, the World Wide Web phenomenon, or more precisely on-line learning, is becoming a pressing reality for institutions of higher education.

The challenges these institutions are faced with are not only limited to the question of should they be on-line, but more appropriate, how do they get there? This chapter will outline a basic model of on-line course development and strategies to help ensure success transitioning from the tradition classroom to the virtual classroom.

Research Question

The research question was developed to explore the following issues:

1. To identify if the University of Wisconsin-Stout should aggressively evaluate creating an on-line Baccalaureate Degree in Vocational Education and an on-line Masters Degree in Training and Human Resources Development.
2. Based on question one, develop a model that will assist the University of Wisconsin-Stout in pursuing on-line program development.

Research Objectives

This research project will attain the following objectives:

1. To determine if participants from the Technical Trainers Institute have interest in pursuing an online degree as either an undergraduate in Vocational Education, or a graduate student in Training and Human Resources Development from University of Wisconsin-Stout.
2. To develop a model that enables University of Wisconsin-Stout to proceed in investigating and developing an on-line program in either of the above mentioned disciplines.

Needs Statement

As in all areas of business, institutions of higher education are finding themselves in a more competitive environment than ever before. Part of the increased competition directly correlates with the school's ability to offer on-line programs. Now more then ever students have limitless options of the institutions they can attend. For that very reason, universities and all secondary institutions need to position themselves in this global market to survive.

Population and Sample

The population of this study was 100 past participants of the Technical Instructor Institutes offered by the University of Wisconsin-Stout. This program is a professional development program targeted at persons currently working in the field of training, with a technical emphasis. The Technical Instructor Institutes is offered throughout the year in four and five day sessions at University of Wisconsin-Stout and is in its fifth year of

success. Professionals from around the country attend these workshops to improve their current knowledge of training concepts and theories.

Instrumentation

The research was comprised of a likert-scale survey and yes and no questions and was sent to a random sample of past participants of the Technical Instructor Institutes. The survey was developed to determine the level of interest participants have in enrolling in an on-line course, past experience of on-line learning, level of comfort with the internet, access to hardware necessary to enroll in an on-line course, and how they would identify themselves as a learner. The survey also identifies demographic information about the respondent. Questions regarding place of employment, tuition reimbursement, and current level of education were also obtained.

As outlined in chapter four, the results from the survey presented an overwhelming argument for University of Wisconsin-Stout to begin investigating the development of an on-line program. The respondents resulted in a 90% majority that would be interested in enrolling in an online program. Out of those surveyed, 85% were interested in an undergraduate program in Vocational Education, and 94% of respondents would enroll in a Masters program in Training and Human Resources Development. These results have led to the following recommendations.

Recommendations

Large numbers of community colleges, continuing education centers, universities, and private training enterprises have expanded their programs to include courses delivered on-line. Universities are feeling increasingly vulnerable because

geographic location no longer ensures a specific student population. Therefore, the question of whether an institution should begin the journey toward developing an on-line program is answered, yes. However, how to begin this journey is often the unanswered question and the question that continues to deter the process. In the majority of on-line programs exiting today, the traditional model of university instruction is being used and applied to the web. Although this could be viewed as a beginners approach, it lacks the full advantage the web can provide to improve student learning and growth. The web is more than a modern-day photocopy machine.

Within this chapter, the researcher will present a model of web-based instruction that will assist University of Wisconsin-Stout in developing an implementing a successful program. Along with this model, the researcher will outline strategies for designing on-line instruction and making them work.

On-line courses appear to best meet the needs of students who are unable to attend a university, those who are comfortable with computers, and students who prefer to work individually or without time and location constraints. These findings can be used to develop strategies and make decisions when creating on-line courses. Guidelines for developing on-line courses can be divided into three areas: pedagogical, organizational, and institutional issues (Schrum, 1998).

When we look at the pedagogical issues they include identifying learning goals, teaching styles, the instructors role, evaluation, and interactivity.

Learning Goals

The process of developing an on-line course or a tradition course should begin with the same question: What is the purpose of this course? and What are the instructional and personal goals of the course? The instructor may choose to redesign an existing course or create a new course. In either circumstance, it is very important not to simply transfer the traditional course structure on-line. The way the course is designed and the instructor's role in the course need to be reevaluated. Focusing on independent learning characteristics is important when developing an on-line course. Materials and assignments need to be designed to encourage participation and response by the students.

An example of how this could work would be to take an existing assignment that has been successful in the past. The instructor now needs to decide how the assignment would work in an on-line environment. Would the materials necessary be available to all students? Would there be group work involved? Instructors need to give themselves permission to experiment and perhaps fail. This can be a significant challenge for veteran instructors, however student feedback is critical during this initial process.

Evaluation

Evaluation of an on-line course cannot mimic that of a traditional course. Giving a midterm and final will not be adequate and will place on-line students at a significant disadvantage. The instructor needs to become familiar with each student's work through a variety of exercises. The normal visual clues of a student not grasping the material in a traditional classroom are not apparent with on-line students.

Interactivity

On-line courses broaden the potential of student's interaction. Most traditional classroom instruction still relies solely on lecture and note taking. But today, we are seeing an increased need for students to learn to work collaboratively to be successful in business. Students can interact by posting comments on readings, providing notes and questions on relevant Internet links and resources, and providing samples of their work in the form of web pages and scanned images.

Laurillard (1993) describes four ways of supporting interaction with learners in an on-line environment. They include; using a common language, being adaptive, activities allowing students to demonstrate their understanding of materials, and reflection on student work by other students (Laurillard 1993).

The instructor must also decided if the student interaction will be synchronous or asynchronous. A synchronous environment appears to be the most desirable for on-line students. This allows for students to log-on at their own personal convenience and work at their own unique pace. For example, some students type faster than others. In an asynchronous environment the faster typist can dominate the class discussion. This can be frustrating and unfair to the other students in the class.

Organizational Issues

Organizational issues include timing, face-to-face meetings, group interactions, and prerequisite requirements for the course. One of the first decisions that should be made is how much of the course is on-line. Is the entire course on-line or simply supplemental material for an existing traditional course? Timing of the course also needs

to be decided. Will the course run with the university calendar or will it be more of the form of an independent study?

The instructor needs to analyze the types of assignments that will be included in the class, along with any group projects or collaborative efforts. Group projects can have many different forms. They could be projects created and delivered completely on-line by small groups in the class, or they could be individual assignments then adapted by groups. Research on one graduate course demonstrated, even in the case of independent on-line lessons, students are more successful if they interact with other students in some way (Schrum, 1992).

Group size is yet another organizational issue that needs to be determined when designing an on-line course. Class size has an influence on students ability to communicate with each other and the instructor along with the workload of the instructor. On-line courses require a great deal of time on the instructor. Responding to e-mail, managing data and grading assignments. Institutions need to be aware of the workload on the instructor and not allow too many students to register for an on-line course.

Prerequisite skills are the last organizational issue that should be investigated. A student's computer ability needs to be considered when enrolling in an on-line course. If a student has limited experience or comfort level using a computer and the Internet, they put themselves at a significant disadvantage to succeed in the class.

Institutional Issues

Successful on-line programs need to address faculty needs, incentives, access and equity, along with technical support. Universities need to consider the recognition and tenure process for the faculty that create and teach on-line courses, as well as the time that needs to be allowed for design and development of the course.

Instructor evaluation also needs to be considered when developing an on-line course. In most secondary institutions instructors are evaluated by their students. In an on-line environment it can be more difficult for a student to assess all aspects of an instructors performance. Therefore, other more creative methods of evaluation should also be included in this process.

Strategies:

Lynne Schrum, associate professor of instructional technology at the University of Georgia, Athens suggests the following guidelines may prove to be helpful when beginning to develop an on-line program (Schrum 1998).

1. Create an on-line course development team to include a technical person, subject matter expert, instructional designer, and a student.
2. Allow adequate time for the team to research, create and evaluate the course.
3. Create a pilot course that allows students to test the software, hardware, and on-line environment.
4. Implement the on-line program overtime, starting out with a few classes and growing from there.

Curricular Development

Moving away from the nuts and bolts of designing an on-line course, the importance of the curriculum designed for the web can not be overlooked. Philip Duchastel, from Nova Southeastern University, Florida, has developed a web-based instruction model for universities (Duchastel 1997). His model outlines six functions that have proven to be advantageous for web-based course design. The model was designed to assist instructors in transforming current educational approaches to more appropriate methods for the web. The following table lists the functions Duchastel describes and compares them to the traditional approach.

Table 9: Web-Based University Instruction Model

Function	Contrast with Typical Approach
1. Specify goals to pursue	Specify content to learn
2. Accept diversity of outcomes	Demand common learning results
3. Request production of knowledge	Request communication of knowledge
4. Evaluate at the task level	Evaluate at the knowledge level
5. Build learning teams	Work individually and in groups
6. Encourage global communities	Work locally

Philip Duchastel, Nova Southeastern University, Florida

Specify Goals to Pursue

In a traditional course, specific assigned readings or a textbook usually outline the learning environment. The Web offers a far more reaching amount of resources for

students to choose from. Therefore, Duchastel suggests that unlike in a traditional course where the information to study is very specific, the instructor take on a broader sense of setting the learning goals to pursue rather than the content. The idea is to set the learning direction and allow students a more free approach to available resources and information.

Accept Diversity of Outcomes

If a course follows this model, allowing for a more expanded level of learning outcomes, what students learn and explore will become more diverse. This concept does not differ that much from the situation of two different professors teaching the same course. What one might view is important for students to learn, the other might not focus on as intently, therefore, why can this not apply to students within the same class. This idea does interfere with the current theory of instructional design, which maintains precise learning outcomes to be set before instruction takes place (Gagne 1988). However, according to Seels (1995) the instructional design theory is beginning to go through revitalization and a new theory is expected to emerge in the near future.

Request Production of Knowledge

In a traditional classroom environment students are expected to regurgitate information provided to them by the instructor. Due to the more diverse information allowed for in web-based learning there is a need for students to demonstrate knowledge, not simply communicate the knowledge. This provides the instructor and the students with the assurance that there is the desired level of comprehension of the learning goal.

Evaluate at the Task Level

Due to the increased diversity of outcomes and production of knowledge described in this model, evaluation needs to be altered from the traditional sense. According to Duchastel, student evaluation should not be aligned with knowledge, but by completing tasks that require the desired knowledge base.

Build Learning Teams

The model of teamwork, now predominant in business, needs to be better used in education. With the learning resources available on the Internet and the movement of knowledge production rather than regurgitation, working in project teams rather than as an individual is a natural process. This is encouraged in Duchastel's web-based model, and will better prepare students for the work environment.

Encourage Global Communities

The Internet allows students to link to information both in the textual form and the human form. Therefore, it is important to take advantage of the vast array of knowledge that subject matter experts obtain. Students should be encouraged to make links with other scholars. This encourages the diversity of learning that was discussed earlier in the model and allows for a true variety of learning resources.

Conclusion:

The recommendations provided in this chapter should be used as a guide for University of Wisconsin-Stout to investigating implementing on-line programs. These recommendations are a basic guide to begin the journey of going on-line. It would also be imperative to visit with universities that have been successful in this process and

learn from their mistakes. Technology is changing each day, and it will continue to change the way institutions provide learning opportunities on the Web. Now is the time to begin this process, the Web is here to stay.

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Appendix A
Program Plan

Appendix B
Survey

Directions: Please complete this survey by checking the appropriate box or printing on the line provided and return it in the enclosed envelope as soon as possible.

Educational/Learning Experiences

1. Do you have access to a computer?

__ Yes __No

If yes, where do you have access?
__Home __Work __Both

Please circle the number that best describes your level of comfort with the following items:

	Very Comfortable	Comfortable	Somewhat Uncomfortable	Very Uncomfortable
2. Using a computer to access the internet….	4	3	2	1
3. Taking on-line courses……..	4	3	2	1
4. Learning information on your own…….	4	3	2	1

If you **do not** have a bachelor's degree, please fill out sections 1 and 3. If you **do** have a bachelor's degree, please fill out sections 2 and 3. If you are not interested in a bachelor's nor master's degree, please fill out section 4.

SECTION I

The following questions are for the Bachelor's degree in Vocational Education with an Emphasis in Training and Development:

5. Would you be interested in obtaining a Bachelor's Degree in Vocational Education on-line?

__ Yes __ No

6. If UW-Stout offered a Bachelor's degree in Vocational Technical and Adult Education on-line, would you enroll in the program?

__ Yes __ No

7. Would you be interested in obtaining Bachelor's credit for previous work experience?

__ Yes __ No

8. Would you be interested in obtaining Bachelor's credit for attending the Technical Instructor Institute?

__ Yes __ No

SECTION II

The following questions are for the Master's degree in Training and Development:

9. Would you be interested in obtaining a Master's degree in Training and Development on-line?

__ Yes __ No

10. If UW-Stout offered a Master's degree in Training and Development on-line, would you enroll in the program?

__ Yes __ No

11. Would you be interested in obtaining Master's credit for previous work experience?

__ Yes __ No

12. Would you be interested in obtaining Master's credit for attending the Technical Instructor Institute?

__ Yes __ No

SECTION III

Background/Demographics Information

13. If you were enrolled in a course via the Internet, how often would you prefer a facilitator be available?

__ Continuously __ Sometimes __ Never
__ Frequently __ Not often at all

14. How much time would you be willing to invest to obtain a degree on-line?

__ Under 1 year __ 4-5 years
__ 2-3 years __ Over 5 years

15. Which category best describes your educational background?

__ High school graduate/GED __ Completed an apprenticeship __ Bachelor's Degree __ Vocational diploma __ Associates Degree (A.A. or A.A.S) __ Other _____

16. Do you have military training that may qualify for credit?

__ Yes Please describe_____
__ No

17. How many years of work experience do you have?

__ 0-1 year __ 6-9 years __ over 16 years
__ 2-5 years __ 10-15 years

18. Does your current employer offer tuition reimbursement?

__ Yes
__ No

19. If these programs were offered on-line, and you were to enroll, when would you be able to enroll?

__ 1 - 6 months __ 12 – 18 months
__ 6 - 12 months __ 19+ months

20. Would you be willing to come to UW-Stout for 1 week during the summer?

__ Yes __ No

SECTION IV

Please respond to the following questions based on your opinion.

1 – SD = Strongly Disagree
2 – D = Disagree
3 – U = Undecided
4 – A= Agree
5 – SA = Strongly Agree

CHARACTERISTICS	**RESPONSES**				
	SD	D	U	A	SA
1. On-line course work is as valuable as traditional classroom instruction.	1	2	3	4	5
2. Interaction with other students is important to me to take courses outside of the classroom.	1	2	3	4	5
3. I have access to the internet.	1	2	3	4	5
4. I am comfortable navigating on the World Wide Web.	1	2	3	4	5
5. I am self-motivated to accomplish course objectives on my own.	1	2	3	4	5

6. I am comfortable communicating through email to my course instructor regarding assignments and question on subject matter.	1	2	3	4	5
7. If I enrolled in an online course, I would like access to the online course at all times (24 hours a day).	1	2	3	4	5
8. I have completed college course work through the internet in the past.	1	2	3	4	5

Comments_____
_____
_____
__

Thank you for taking time to complete this survey!

Appendix C
Letter of Introduction

October 10, 2000

<Company Name>
<Contact>
<Address>
<City, State, Zip>

Dear <Contact>:

Everyday the educational requirements to succeed in business become increasingly competitive. Keeping up is as challenging as trying to get ahead. The educational opportunities for career growth may not be easily accessible to you. Not only are university facilities and professors unavailable, but also time is very limited for a person working full-time like you. We are interested in bringing a quality education to you.

Your response to this survey is important in determining if individuals would be interested in pursuing a Bachelor's degree in Vocational Education with an emphasis in Training and Development, or a Master's degree in Training and Development if the programs were provided on-line. You are one of a small number of people who are being asked to give your opinion on these matters. Your name was selected from individuals who have participated in the Technical Instructor Institute.

You may be assured of complete confidentiality. Your name will never be placed on the questionnaire. Just return the postcard enclosed, and your name will be checked off the mailing list when I receive the postcard.

Your response on this survey will aid in evaluating the importance of an on-line program for a Bachelor's degree in Vocational Education or a Master's in Training and Development. The results will be available to members of the University of Wisconsin-Stout and all interested parties. To receive a copy of the results, please check the appropriate box on the postcard you received.

Please do not hesitate to call if you have any questions. The phone number is 715-232-5526. Kindly return the enclosed survey in the self-addressed stamped envelope, as well as the postcard, no later than November 1, 2000. Thank you for your participation.

Sincerely,

Joseph A. Benkowski

APPENDIX D

Survey Data

Directions: Please complete this survey by checking the appropriate box or printing on the line provided and return it in the enclosed envelope as soon as possible.

Educational/Learning Experiences

1. Do you have access to a computer?

31 -Yes **0** -No
100%

If yes, where do you have access?

0 -Home **2** -Work **29** -Both
6.4% **93.5%**

Please circle the number that best describes your level of comfort with the following items:

	Very Comfortable	Comfortable	Somewhat Uncomfortable	Very Uncomfortable
2. Using a computer to access the internet….	**25 (80.6%)**	**5 (16%)**	**1 (3%)**	**0**
3. Taking on-line courses……..	**13 (41.9%)**	**13 (41.9%)**	**4 (12.9%)**	**0 - (1 didn't answer)**
4. Learning information on your own…….	**19 (61.3%)**	**9 (29%)**	**2 (6.4%)**	**0**

If you **do not** have a bachelor's degree, please fill out sections 1 and 3. If you **do** have a bachelor's degree, please fill out sections 2 and 3. If you are not interested in a bachelor's nor master's degree, please fill out section 4.

SECTION I

The following questions are for the Bachelor's degree in Vocational Education with an Emphasis in Training and Development:

5. Would you be interested in obtaining a Bachelor's Degree in Vocational Education on-line?

12 -Yes **1** -No) **(1 didn't answer)**
85.7%

6. If UW-Stout offered a Bachelor's degree in Vocational Technical and Adult Education on-line, would you enroll in the program?

10 -Yes **1** - No **(1 didn't answer) (2 said maybe)**
71.4%

7. Would you be interested in obtaining Bachelor's credit for previous work experience?

14 -Yes **0** - No

100%

8. Would you be interested in obtaining Bachelor's credit for attending the Technical Instructor Institute?

14 - Yes **0** -No
100%

SECTION II

The following questions are for the Master's degree in Training and Development:

9. Would you be interested in obtaining a Master's degree in Training and Development on-line?

16 -Yes **0** -No **(1 said maybe)**
94.1%

10. If UW-Stout offered a Master's degree in Training and Development on-line, would you enroll in the program?

11 - Yes **0** -No **(3 didn't answer) (3 said maybe)**
68.7%

11. Would you be interested in obtaining Master's credit for previous work experience?

16 - Yes **1** -No
94.1%

12. Would you be interested in obtaining Master's credit for attending the Technical Instructor Institute?

17 - Yes **0** -No
100%

SECTION III

Background/Demographics Information

13. If you were enrolled in a course via the Internet, how often would you prefer a facilitator be available?

1 Continuously (3%) **17** Sometimes (54.8%) **1** Never (3%)
12 Frequently (38.7%) **0** Not often at all

14. How much time would you be willing to invest to obtain a degree on-line?

2 Under 1 year (6%) **3** 4-5 years (9%)
25 2-3 years (80.6%) **1** Over 5 years (3%)

15. Which category best describes your educational background?

6 High school graduate (19.9%) **0** Completed an apprenticeship **16** Bachelor's Degree (3%)
2 Vocational diploma (6%) **5** Associates Degree (A.A. or A.A.S) (16%)
2 Other (6%)

16. Do you have military training that may qualify for credit?

7 -Yes (22.5%)
22 -No (70.9%)
(2 didn't answer)

17. How many years of work experience do you have?

0 0-1 year **5** 6-9 years (16.1%) **17** over 16 years (54.8%)
2 2-5 years (6.4%) **5** 10-15 years (16.1%)
(2 didn't answer)

18. Does your current employer offer tuition reimbursement?

29 Yes (93.5%)
0 No
(2 didn't answer)

19. If these programs were offered on-line, and you were to enroll, when would you be able to enroll?

24 1 - 6 months (77%) **2** 12 – 18 months (6.4%)
2 6 - 12 months (6.4%) **1** 19+ months (3%)
(2 didn't answer)

20. Would you be willing to come to UW-Stout for 1 week during the summer?

28 Yes (90%) **1** No (3%)
(1 didn't answer)
(I said maybe)

SECTION IV

Please respond to the following questions based on your opinion.

1 – SD = Strongly Disagree
2 – D = Disagree
3 – U = Undecided
4 – A= Agree
5 – SA = Strongly Agree

Questions	**Means**	**Standard Deviation**
1. On-line course work is as valuable as traditional classroom instruction.	2.258	1.788
2. Interaction with other students is important to me to take courses outside of the classroom.	2.161	1.715
3. I have access to the internet.	2.968	2.415
4. I am comfortable navigating on the World Wide Web.	3.065	2.337
5. I am self-motivated to accomplish course objectives on my own.	2.774	2.217
6. I am comfortable communicating through email to my course instructor regarding assignments and question on subject matter.	2.806	2.167
7. If I enrolled in an online course, I would like access to the online course at all times (24 hours a day).	2.742	2.309

UNIVERSITY OF WISCONSIN – STOUT
M.S. TRAINING AND DEVELOPMENT PROGRAM

Name:_____ **Identification #:**_____

Prerequisites:

TRHRD-360/560	Training Systems in Bus. & Industry
INMGT-400/600	Organizational Leadership

			Credits	Grade	Comp.Date	Remarks
Required Professional Courses: (18 Credits Required)						
MEDIA-610		Delivery Systems for Training	3			
INMGT-750		Organizational Development	3			
TRHRD-730		Training Design and Evaluation	3			
TRHRD-740		Mgmt. & Coord. of Training & Dev.	3			
TRHRD-746		Seminar in Training & Development	1			
VTAE-534		Performance Analysis	3			
PSYC-770		Psychology of the Adult Learner	2			
PSYC-730	**OR**	Advanced Psychology of Learning	2			
Required Research Preparation: (7 Credits Required)						
INMGT-700		Systems Analysis and Design	3			
TRHRD-735		Field Problem in Training & Development	4			
Professional Selectives: (5 Credits Required)						
RC-581		Occupational Safety/Loss Control	2-3			
INMGT-601		Management Consulting	2			
INMGT-615		Women and Minorities in Mgmt.	2			
INMGT-630		Employee Involvement: Work Teams	2			
BUMGT-760		Corporate Planning	2			
VTAE-638		Course Construction	2			
TRHRD-570		Training Methods In Bus. & Industry	2			
TRHRD-600		Workshop	1-3			
TRHRD-789		Training Internship	2-8			
VTAE-640		Instructional Evaluation	2			
VTAE-674		Adult Education	2			
HT-661		Employee and Labor Relations	2			
ENGL-635		Writing Technical Manuals	3			
SOC-540		Sociology of Work	3			
EDUC-536		Multiculturalism: Issues and Perspectives	2			
PSYC-581		Industrial Psychology	3			
PSYC-582		Human Resource Management	3			
PSYC-685		Recruitment & Selection of Human Res.	3			
XXXXXX	Selective_____		1-3			