



# **A Case in Distance Graduate Education of Media Technologies and Emergent Social Phenomena**

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# A case in distance graduate education of media technologies and emergent social phenomena

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media technologies

educational instruction

faculty governance

institutional review

methodology

transformation and emergence

current times

issues and implications

conclusions

# introduction

∞ The general focus of this presentation is the impact of media technologies on the organizational systems prevalent in the author's institution, a graduate school located in the United States, providing a mix of residential and distance education leading to the Ph.D., M.A. Psy.D. and M.F.T. degrees.



# introduction

☞ The general focus of this presentation is the impact of media technologies on the organizational systems prevalent in the author's institution, a graduate school located in the United States, providing distance learning in three primary doctoral programs.

☞ From the typewriter and mimeograph machine; to the photocopy machine and computer; to the laptop, internet, intranet, and cell phone; to the video conference, networking, Ipod and Blackberry, it seems now self-evident that media technologies invade, wave after wave, education institutions, and they are here to stay, whether we want to talk hardware, software, or peopleware (the interface technology people wear).

# introduction

☞ From the typewriter and mimeograph machine; to the photocopy machine and computer; to the laptop, internet, intranet, and cell phone; to the video conference, networking, Ipod and Blackberry, it seems now self-evident that media technologies invade, wave after wave, education institutions, and they are here to stay, whether we want to talk hardware, software, or interfaceware.

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# introduction

☞ Appending media technology to human existence has extended the classroom. The brick and mortar are crumbling like the glaciers of the polar caps, and in its place has opened a seemingly infinite ocean of information and arena of global access to lifelong learning,

☞ Of great interest, both on educational and financial grounds, is the impact of media technologies on the organization of persons using them and practices that comprise the business of what the institution does to serve its constituencies and society.

# introduction

∞ Of great interest, both on educational and financial grounds, is the impact of media technologies on the organization of persons using them and practices that comprise the business of the what the institution does to serve its constituencies and society.

**Turning to the institution that is the subject of this case study, these two research questions guided this inquiry:**

∞ What media technologies have come and gone in the history of the institution?

∞ Implicit or incidental in the background before, what has emerged into the foreground, specifically social phenomena, with the introduction and implementation of each media technology?



# introduction

- ☞ What media technologies have come and gone in the history of the institution?
- ☞ What emerges into the foreground implicit or incidental before from the background, specifically social phenomena coincident with the institutionalization of the media technology?

These two research questions have guided this inquiry.

- ☞ There are 3 areas of impact evident to be discussed.



# Areas of clearest impact



educational instruction

faculty governance

institutional review

# media technologies in use

typewriters

workstation computers

laptop computers

phone conferences

internet based instruction platforms

internet based portfolio student work folders

internet accessible student records system

internet email system

intranet administration system

land and air postal systems

telephone systems

cell phones

internet based videophones

in person meetings and conferences

internet based blogs

internet based networking

multimedia ipods and blackberrys



# What is a media technology?

⇒ A means by which human beings interact, communicate, and exchange information.

[note: Space and Time need not delimit human activity.]





# Methodology



Means used to enable us to answer the research questions.



Case study research design.



Archives of the institution (publications and web site).



Email, web site instruction, and documentary records of the author.



Documented notes of conversations of the author with constituencies.



# Saybrook Graduate School and Research Center

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The context of the inquiry was an accredited institution of higher education that in effect is comprised of an administrative hub with all kinds of networks among constituencies intertwined with the hub and also around it.

What is this place of graduate level education?



**Graduate level programs:**

Ph.D. in Human Science  
Ph.D. in Organizational Systems  
Ph.D. in Psychology  
Psy.D., Doctorate of Psychology  
MFT, Marriage and Family Therapy  
M.A. in Human Science  
M.A. in Organizational Systems  
M.A. in Psychology

**Central office administration:**

San Francisco, CA, USA

**Approximately 20 core and 75 non core graduate faculty distributed in:**

U.S.A.  
Europe  
Central America

**Student body fluctuates between 400 to 500 graduate students**

**Mixed model graduate education design and format:**

Distance education Individualized tutorial 16 week semester  
Distance education cohort web based course 16 week semester  
Residential one week conference every 6 months

guiding research question

❧ What media technologies  
have come and gone in the  
history of the institution?





# *educational instruction*



# educational instruction

- ☞ U.S. postal service, telephone, typewriter, word processor, photocopy machine, and personal meetings - 1970s
- ☞ Email and email conferencing (IGC and SEN) - 1980s
- ☞ Webcourse-in-a-Box (WCB) - late 1080s
- ☞ Student management record system (SMS) - 1990s - present
- ☞ Blackboard, then eCollege - 1990s - 2009
- ☞ Student portfolio system - now - ?
- ☞ Moodle - now - ?

# *faculty governance*



## **faculty governance**

- ☞ U.S. postal service, telephone, typewriter, word processor, photocopy machine, and personal and group meetings - 1970s
- ☞ Email (IGC) - 1980s
- ☞ Email (Outlook Express) - 1990s - present
- ☞ Phone conferencing system - 2000s - present
- ☞ Web based conferencing system - mid 2000s - present
- ☞ Web based phone system - mid 2000s - present

# *institutional review*



# institutional review

## ☞ **Saybrook Institutional Review Board (SIRB)**

- ⊙ U. S. postal service, telephone, typewriter, word processor, photocopy machine, in-person group meetings - 1980s
- ⊙ Chair of SIRB based reviews and review panel telephone conference calls - 1990s
- ⊙ Collaborative panel web based email reviews - late 1990s - 2009
- ⊙ Monthly web based conferencing panel reviews - 2009 - present

## ☞ **Western Association of Schools and Colleges (WASC)**

- ⊙ Accreditation self-study review via U. S. postal service, telephone, typewriter, word processor, photocopy machine, and in-person group meetings and WASC visitations - 1980s
- ⊙ Concentration area (content domain) based curricula development - 1980s - 2000
- ⊙ Competency and course objectives based evaluation - late 1990s - present
- ⊙ Evidence based evaluation of programs via Academic Program Review (APR) and Educational Effectiveness Review (EER) - 2000 - present



transformation  
&  
emergence

## guiding research question

∞ Implicit or incidental in the background before, what has emerged into the foreground, specifically social phenomena, with the introduction and implementation of each media technology?





# *educational instruction*



# educational instruction

- ☞ U.S. postal service, telephone, typewriter, word processor, photocopy machine, and personal meetings - 1970s

[individualized tutorial, self-paced didactic learning for the mid-career professional]

- ☞ Email and email conferencing (IGC and SEN) - 1980s

[frequency of interactions increased and model became more entrenched; faculty became more distributed as the student body; experiments began with group oriented instruction]

- ☞ Webcourse-in-a-Box (WCB) - late 1980s

[individualized tutorial continued but select courses were done in online group format]

- ☞ Student management record system (SMS) - 1990s - present

[student records and transcripts became electronic but no faculty and student access]

- ☞ Blackboard, then eCollege - 1990s - 2009

[although tutorial mode continues, cohort online courses became institutionalized and cohort phone conferencing has risen]

# *faculty governance*



## faculty governance

- ☞ U.S. postal service, telephone, typewriter, word processor, photocopy machine, and personal and group meetings - 1970s

[monthly to weekly in-person meetings at administrative offices]

- ☞ Email (IGC) - 1980s

[monthly meetings complemented by email]

- ☞ Outlook Express - 1990s - present

[monthly meeting schedule but some irregular, inconsistent attendance and appearance of email discussions of faculty issues]

- ☞ Phone conferencing system - 1990s - mid 2000s

[similar balance of in-person and phone participation emerged, steadily increasing email]

- ☞ Web based conferencing system - mid 2000s - present

[approaching end of the decade, meetings have evolved to in-person administrators on site conferencing with widely distributed faculty on the phone, and heavy email among faculty]

# *institutional review*



# institutional review

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- ⊙ Collaborative panel **web based email reviews** - late 1990s - 2009
- ⊙ Monthly **web based phone conferencing panel reviews** - 2009 - present

## ☞ Western Association of Schools and Colleges (WASC)

- ⊙ Accreditation self-study review via U. S. postal service, telephone, typewriter, word processor, **photocopy machine, and in-person group meetings and WASC visitations** - 1980s [programs, requirements, courses]
- ⊙ Concentration area (**content domain**) based curricula development - 1980s - 2000
- ⊙ Competency and course **objectives based** evaluation - late 1990s - present [**courses**]
- ⊙ **Evidence based** evaluation of programs via Academic Program Review (APR) and Educational Effectiveness Review (EER) - 2000 - present [**performance records**]



## current times

- ↪ Student portfolio system - now - ?
- ↪ Moodle - now - ?
- ↪ Saybrook University - centralized administration,  
distributed (almost virtual) Saybrook Graduate School,  
and a handful of campus based colleges



# issues & implications





# ISSUES AND IMPLICATIONS

## Human contact

Tutorial versus cohort learning

Distributed versus in-person interaction



## ISSUES AND IMPLICATIONS

Human contact

Tutorial versus cohort learning

Distributed versus in-person interaction

Cost effectiveness

Media delivery

Media efficacy

Obtrusiveness

Evidence generativity



# ISSUES AND IMPLICATIONS

Cost effectiveness

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## Pedagogy

Best means to learn?

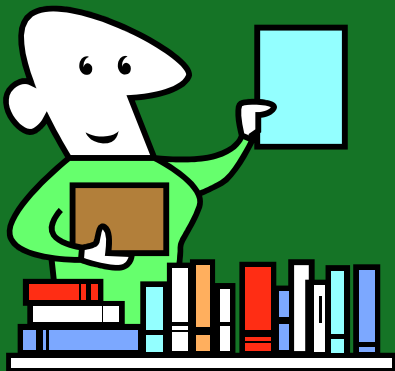
Individualized tutorial

Self paced

Adult learner

Mid-career professional

Cohort learning



# ISSUES AND IMPLICATIONS

## Pedagogy

- Best means to learn?
- Individualized tutorial
- Self paced
- Adult learner
- Mid-career professional
- Cohort learning

## Quality of education

- Form of evidence
- What evidence?



# ISSUES AND IMPLICATIONS

Quality of education

Form of evidence

What evidence?

Evaluability

Form of assessment

Pragmatics



Now, to roll to some



*conclusions*



# *conclusions*



The social manifestations were generally visible and appeared experientially real to students and faculty.



## *conclusions*

The relevance of social manifestations to the enhanced quality of graduate education seemed presumed.



## *conclusions*



But the social manifestations seemed insufficiently articulated, evidenced, and understood.

# *conclusions*

A future challenge is to make social processes in the three areas of impact increasingly efficacious and cost effective.

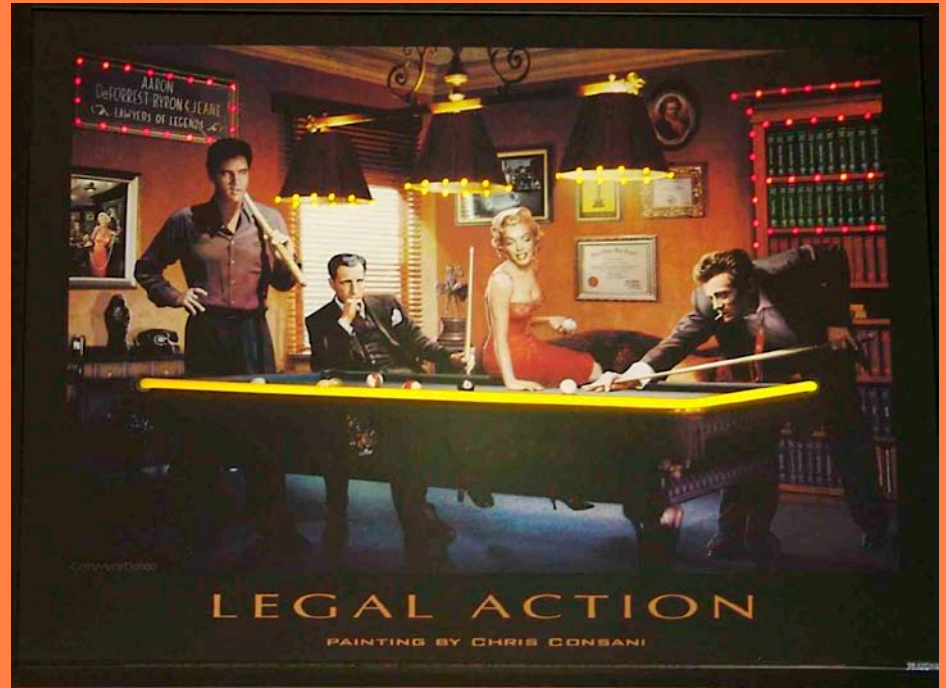


# *conclusions*



Having worked in this organization since 1978, I am left with ominous though appreciative impressions, regarding the size of the undertaking, the resources to be consumed, and the countless, thankless hours from those dedicated to the task of inching the institution toward the distant horizon.

# conclusions



Finally, whatever the advantage and indispensability of a media technology for enabling human beings to communicate and exchange information, it seems incomplete and missing the vital element that is experiencing fully the other, in other words, another human being, evidenced in being together at the same place and at the same time. The presence of others does not seem to be required to learn, but there is added value being with others who continue to be seek and demand the presence of other learners (e.g. peers sharing a common pursuit).



*q u e s t i o n s*



Thank you for your coming.



T h e E n d