Reviews

edited by Philip Barker

Peter Jarvis, *Universities and Corporate Universities: The Higher Education Industry in Global Society*, London: Kogan Page, 2001. ISBN: 0–7494–3404-X. Softback, x + 166 pages, £19.99.

Peter Jarvis is Professor of Continuing Education at the University of Surrey and a distinguished authority in this field. In this work he attempts to analyse what constitutes a 'real university' and whether the social changes which have impacted on traditional universities and the growth of other types of university represent a crisis and/or a failure to meet societal needs. Corporate universities have grown into a major business because the traditional university failed to meet the demands of corporate business for education and training. He stresses the need for universities to be true to their own identity in the face of such pressure.

Jarvis begins with a review of current pressures on higher education – changes in knowledge, in teaching method and even the role of the academic, the move from an elite to a mass system and constrained funding. This is followed by a review of the process of globalization and its impact on the nation state and universities. He moves on to consider how this has affected knowledge and influenced the creation of the knowledge society and the shift from teaching to learning as a model, including a swift history of the growth of universities and the concept of knowledge on the way. Then at the heart of the book is the description and contrast between traditional universities and the growing legion – now numbering over 1,000 – of corporate universities with budgets totalling over $52 billion in 1995. There are interesting reflections on how universities have themselves moved to more corporate or managerial governance, without seeing the need for proper training for their own staff.

In his discussion of the meaning of the term 'university' he proposes a framework which will allow a comparison to be made between traditional and corporate universities and indeed within either group. Although complacency is always a threat, he demonstrates that in the key features of accessibility to all groups, breadth of curricula, level of award, research and finally service to the community, traditional universities offer a richer set of deliverables than corporate universities, which do however score more highly on the rhetoric of their claims. But traditional universities no longer enjoy a monopoly of supply and must ensure that their strengths are marketed and sold. It is also the case that universities may choose to differentiate the areas in which they sell their teaching, with some concentrating on the traditional undergraduate market and others looking at higher degrees or different categories of learner.

The book claims to be thought-provoking and succeeds in this. It suggests that if not actually in crisis – although it often feels that way – universities are certainly at a crossroads. However, the prospect of evolution rather than extinction does offer hope. This relatively brief overview of the state and position of universities

possesses a clarity and insight which will assist those contemplating which path to follow to define the route for their own university. There is an excellent and substantial bibliography.

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Ian Forsythe, *Teaching and Learning Materials and the Internet*, 3rd edn, London: Kogan Page, 2001. ISBN: 0–7494–3367–1. Softback, 166 pages, £19.99.

The growing use of the Internet for teaching and learning purposes is spawning a variety of instructional texts on how best to do this. This third edition of Ian Forsythe's book is a case in point. It usefully covers teaching and learning issues, especially instructional design, as well as the economics of preparing material on the Internet. There is also an A–Z of useful terms (which could do with some expanding). Forsythe provides a disclaimer in this regard, stating that the creation of an A–Z for the Internet is difficult as it is a changing entity. Forsythe's intention is to allow designers of course materials using the Internet 'to focus on the educational requirements of a course and align this with the optimal use of the attributes of the technology and minimise the limitations imposed by the technology'.

Although there are approximately sixty texts in the reference section of the book, there are very few refererences to them in the body of the book in support of the variety of assertions that Forsythe makes about teaching, learning and the Internet. I would have also liked more in-depth discussion of the relevant areas.

The book is divided into the following chapters: 1. General considerations for using the Internet as a delivery tool; 2. Getting started: the Internet and instructional design; 3. From learner focus to scenarios and consortia; 4. Getting started; 5. Specific considerations; 6. Cost considerations, economic benefits and budget; 7. Developing areas; 8. Learners and the Internet; 9. Conclusion; 10. An A–Z on the Internet as an educational tool; 11. References and appendices.

From the very first the writer announces his intent to ensure that technology is used appropriately. His concern is 'that hype about the Internet has the potential to disguise its limitations as a tool for teaching and learning'.

The term 'paradigm shifts' surfaces in abundance in Forsythe's book and may have greater claim than most to its employment here as it is a term often applied loosely and incorrectly since its use in Thomas Kuhn's seminal text, *The Structure of Scientific Revolution*. The paradigm shift explained in this book is the move which technology permits away from the teacher and on to the learner: 'The new paradigm faces teachers with a fundamental challenge to their role and will ultimately cause that role to change.' This chapter emphasizes the importance of needs analyses for courses delivered via the Internet as well as the importance of interaction between learners and teachers and the resource implications.

The second chapter builds on the earlier comments on the importance of interaction. The somewhat contrived and awkward Five Ts refer to 'time', 'technology timid', 'territoriality on topics', 'training', 'truss- and infrastructure requirements'. Forsythe stresses the importance of this analysis and planning stage, arguing that ultimate success or failure is dependent upon it.

With regard to territoriality on topics, artificial barriers, he says, are 'not maintainable with the new technologies and the ability to access various information sources is not controlled by the tyranny of teachers or curricula'. Just whether the Internet signals quite such a promise to the promotion of interdisciplinarity remains to be seen.

A concept new to this edition is that of scenarios, and they are explained in Chapter 3.

Forsythe feels compelled to explain instructional events as 'tell, show and do' activities. He writes that 'didactic, vicarious and practical genres or scenarios are a scheme to make rational the process of translation from course document to teaching and learning activities for the Internet'.

In concluding this chapter Forsythe emphasizes the feeling that the Internet will allow technologically aware educational institutions to amass a greater number of students than their less able counterparts. The danger, he warns, is the growing evidence of the duplication of course offering and resultant confusion for students.

Chapter 4 is where the book begins to get to grips with the main issues in the most accomplished and coherent way. This chapter reiterates in a more detailed way the earlier emphasis for interactivity between learner and the teaching and learning materials. Instructional attributes, sequencing, assessment

methods and a host of other advice on how best to get started are provided. They are all very useful but some need further elaboration. In general the book could do with fewer concepts treated with more depth rather than the converse. Nevertheless there is a coherence here which makes for interesting reading.

In this chapter Forsythe emphasizes the need to structure the content on the basis of intended learning outcomes, or objectives, as one means of creating more sophisticated teaching and learning materials. Attributes such as heading, definition, reading, activity or revision are identifiers unique to elements of information which contain a single concept. Forsythe believes that 'it is the development of a set of attributes that will provide a more meaningful framework for the information (or content) of that attribute'.

Chapter 5 deals with the costs and resources involved in setting up a course. Issues such as maintenance, capital costs, copyright, cabling, systems management, as well as budget considerations and the strengths and weaknesses of Internet delivery, are discussed. Once again the feeling is that some areas are only touched upon rather than dealt with in any comprehensive manner. Forsythe's conclusion in this chapter is that cheap solutions are best avoided.

Chapter 6 is about developing areas, with information about the current state of play on these issues and their relationship to the Internet. Developing areas mainly comprise the following:

- audio
- video
- videoconferencing
- virtual reality
- access and equity issues
- information and research tools.

The pros and cons of these areas are discussed with concluding pages on the need for organizations to change and become more accepting of the new technology. A change that is now more prevalent and recognized within the corridors of educational institutions.

The concluding chapter, 'Learners and the Internet', concentrates on the post-compulsory school-age learner and, after a discussion on budget considerations for learners, briefly looks at:

- small-scale pilots
- ability/skills you will need
- your learning environment
- learning and learning styles
- your progress.

All too often, however, the reader is little more than alerted to the complexity of some of these headings.

Overall, as an introduction, *Teaching and Learning and the Internet* is a useful text written, in the main, in a readable way.

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A. Inglis, P. Ling and V. Joosten, *Delivering Digitally: Managing the Transition to the Knowledge Media*, 2nd edn, London: Kogan Page, 2002. ISBN: 0–7494–3471–6. Softback, xiv + 272 pages, £19.99.

The first edition of *Delivering Digitally* was reviewed in detail in *Alt-J* 8 (2). The concluding sentence from that review still seems to provide a fair summary of this book. '*Delivering Digitally* provides an insightful overview of the managerial issues involved in meeting the challenges of the digital age; and, still more importantly, it provides a range of practical instruments to support managers engaged in meeting those challenges.'

It is indeed a text aimed at managers in education rather than at classroom practitioners. It is about planning for change and then managing that change effectively, considering the issues and individuals likely to be involved at each stage. But at the same time it is a book of great practicality, it is pragmatic in tone, and the reader is never in any doubt that the authors have substantial experience of working through exactly the types of situations that they discuss. Although it is claimed to have been substantially rewritten it retains the common-sense practicality that characterized the first edition, the overall structure of the text is retained and the chapter headings remain essentially unchanged.

Delivering Digitally is split into four sections, 'Context', 'Implementation', 'Quality improvement' and 'The future', although the 'Implementation' section is by far the most substantive section including eight of the book's thirteen chapters. Most of the chapters are self-contained

and so there is no need to follow the text in a linear fashion from cover to cover. The examples and illustrations used throughout the text tend to relate more to distance education than to a campus-based model, but the contrasts between the British, American and Australian approaches are effectively presented.

The first chapter presents a history of the Web and computer-supported learning updated to include newer technologies such as DVD, and explores the rate of change of technologies. It is in Chapter 2, 'Forces driving educational change', that the approach of this particular book starts to become evident. Other books describe change in educational systems and developing theories about the nature of learning. But here the whole drive for change is contextualized into broader social and economic trends and these are directly related to implications for policy-makers. The tables relating premises to policy implications are thought-provoking.

The heart of the book is the 'Implementation' section. It starts with a comparison of the real costs for resource-based and traditional-learning models, the different types of cost and the different people involved. 'A cost or an investment?' highlights hidden costs, including the protection of intellectual property rights, and stresses that sometimes significant investment is necessary if the change proposed is to have any real likelihood of success. The authors then move on to explore a number of 'integrated electronic learning environments' and stress the need to select a VLE which matches with both the teaching model and the technical infrastructure of your institution. Supporting staff through the change process is discussed, although this is focused on developing and reviewing courses and course materials and does not explore staff motivation or willingness to embrace the changes in the first place. The next chapter compares the characteristics of stand-alone learning packages with courses which rely on learning conversations via CMC tools. The need for provision of appropriate support services is stressed and the changes in libraries as online journals and resources become more familiar. Chapter 10 presents a brief overview of the main issues and questions to be considered in an evaluation. The final chapter in this section looks at preparing for change, presenting it in three phases – the planning, the start-up and the changeover, and again stresses the need for appropriate evaluation to be embedded into all stages of this process.

The third section consists of a single chapter which explores the characteristics of good learning and teaching institutions. It presents a framework for quality improvement and useful listings of indicators of good practice and principles of good practice.

The final section, again just a single chapter, looks at technologies and their rates of development. It describes ASDL and streaming and argues that the future lies in metadata and interoperabilty standards. Along with the opening chapter it will inevitably suffer from a tendency to date quickly.

A new addition since the first edition is a group of eight case studies drawn from practice in North America and Canada, which provide interesting descriptive examples of successes and also failed innovations. Some are familiar, some are new, but they strengthen a book which is already strong on relating propositions to practice by providing further contextual examples, along with further references.

At the end of the book, another new addition is a list of Web links and online resources. It is presented as an annotated list, grouped under headings such as intellectual property, online journals, information on standards; the authors are careful to make no claims as to either its currency or its completeness. As in the previous edition there are also a number of useful resources embedded into the relevant chapters such as checklists and audit tools.

Overall, *Delivering Digitally* is easy to read and very digestible. Information is presented in a variety of styles, making frequent use of bulleted lists, tables and diagrams as well as plain text. Reading it I found myself thinking that many of the observations were neither new nor radical, but more an embodiment of common sense, presented in a manner that makes it easy to identify the main points. This book will become as well thumbed as my copy of the first edition, which seems, incidentally, to have been 'adopted' by a colleague. Now that has to be a recommendation.

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Liz Brant and Tony Harvey, *Choosing and Using Music in Training*, Aldershot: Gower, 2001. ISBN: 0–566–08426–0. Hardback + CD-ROM, vi + 58 pages, £39.99.

This pocket-size book is simple and easy to read.

Divided into fourteen sections, it provides a quick guide to readers who are new to incorporating music into their face-to-face training. The accompanying CD contains seventy-five minutes of well-performed, good music.

In the Introduction (Section 1), the authors have tried to make the readers think about using music in different scenarios. The authors then enumerate several popular examples and theories (Sections 2 and 3) to illustrate that music is known for enhancing learning. Next, the four different brain waves – alpha, beta, theta and delta – are introduced. According to the authors and the examples they quoted, 'brain-waves determine how effective we are at doing a particular task and brain waves can be altered by music'.

In Sections 4 and 5, the authors remind the readers that music could affect our positive and negative emotions, and describe how our bodies react to various types of music. In Section 6, several genres of music are suggested to incorporate in training, such as baroque, jazz and blues. The authors do not go into detail in explaining why a certain kind of music would have a certain reaction on an audience, nor in identifying the elements in the music that would induce alpha, beta, theta and delta brain-waves. The authors' advice in choosing the appropriate kind of music for training is 'trust your own intuition'.

In Section 7, the authors address some factors that can influence the final effect of music, such as speed, volume, instrumentation and the listeners' familiarity with the piece of music. In Section 8, the authors enumerate a variety of purposes for using music in training, such as to create a welcoming atmosphere, to stimulate creativity and to encourage reflection. The characteristics of the music and their associated brain-wave types were also discussed. In Section 9, the authors remind us not to forget the impact that silence can make.

Section 10 provides some tips on making correct use of the audio equipment. For example, it is better to use a CD/cassette-player with a high power output (not volume) to ensure that music can fill a room without any distortion. In Section 11, the authors discuss legality and licensing issues. For instance, when copyrighted music is used for training in public premises, at least one party should have the licence to play music legally – either the premises occupier, the independent trainer or the training provider. This section focuses on the copyright act and the licensing organizations in the UK.

Section 12 contains frequently asked questions. It contains ten thoughtful questions and ten well-explained answers. For example, 'How should I deal with participants' requests for particular music, especially when it is unsuitable?', 'Are there some people who do not benefit from music being played?'

Section 13 is the conclusion and it is also a recapitulation of the previous twelve sections. The play-list of the CD is tabulated in section 14. Here the authors provide the titles, origin and composer's name for the music listed. The duration of each track is clearly labelled, and each track is categorized according to the intended types of atmosphere to be created, such as 'welcoming', 'energizing' and 'departing'.

The authors have included many interesting topics. However, each topic is discussed only briefly and without much elaboration. For readers who have previously read about the benefits of using music to enhance learning, it would be more useful for them to check out the further reading list in the bibliography in order to acquire a better understanding of incorporating music in training. For readers who are experimenting with this technique for the first time, this book may just serve as a sweet taster.

Choosing and Using Music in Training would be further improved if the authors could provide more detailed referencing. For example, the authors say: 'Research shows that responses to music are fairly universal.' However, they do not provide any additional information regarding the research, such as when and where the research was conducted and by whom. I also feel that the authors could incorporate more of their first-hand sources about the benefits of using music in training, as they are both experienced trainers in the field. Last but not least, this book would be more complete if the unknown musicians who performed on the twenty tracks and their record labels could be acknowledged.

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