



Department of Curriculum and Pedagogy

**EDCP 571 031 (3): History of Media and Technology in Education
Winter Session Term 1 2017**

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COURSE DESCRIPTION

From Twentieth to Twenty-First Century Learning — proceeding from Edison and motion pictures, McLuhan's new media, to the proliferation of mobile devices, social media, and massive open online courses, this course will explore issues such as how, why, and to what degree media and technology have been incorporated into, or changed by, education over time. Some historians argue that media and technology have been an imposition on humanistic curriculum practices; others describe media and technology as the principle means of progress in administration, learning and teaching. Some lament the separation of curriculum from instruction via media and technology, and subsequent displacement of instructional labour by capital; others champion the creativity and intellectual productivity that media and technology seemingly nourish. Taking a comparative historical approach, this course is designed from a basis that educational media and technologies are *not* merely tools; educational premises are *neither* fully durable nor pliable; and actors or agents of education are *not* merely humans.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- LO1. Understand a range of explanatory and narrative approaches to the history of media and technology in education.
- LO2. Examine key philosophical and historical claims about the role of media and technology in education.
- LO3. Analyze processes of historical change, including the challenge of placing media and technology within cultural and social contexts.
- LO4. Analyze educational change through media and technology in historical context.
- LO5. Utilize evidence from historical case studies for critically interpreting debates and discussions over media and technology in education.
- LO6. Develop a narrative of the history of media and technology in education.
- LO7. Develop a writing style for historical research by engaging in a process of primary and secondary source analysis and outlining, drafting, reviewing, and revising a historical essay.

REQUIRED READINGS

Weekly required readings are as indicated in the *Course Outline* and links to the articles and documents are available in *Canvas*. A complete list of optional secondary readings is at the end of the syllabus.

REFERENCE READINGS

Beins, B. C. (2012). *APA Style Simplified: Writing in Psychology, Education, Nursing, and Sociology* [eBook]. New York: Wiley. Available online through UBC library.

Lange, M. (2013). *Comparative-Historical Methods* [eBook]. London: SAGE Publications Ltd. Available online through UBC library.

COURSE EXPECTATIONS

This course is guided by the *UBC Campus Wide Policies and Regulations*. Complete policies and guidelines can be accessed from the UBC Academic Calendar online here: <http://www.calendar.ubc.ca/>

Respectful Learning Environment

The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. In addition, the University believes that every student, faculty and staff member has the right to study and work in an environment that is free from discrimination and harassment as a result of age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental ability, sex or sexual orientation.

Academic Honesty and Standards

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

Academic Accommodation for Students with Disabilities

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.

Students with a disability who wish to have an academic accommodation should contact [Access and Diversity](#) without delay (see [UBC Policy 73](#)).

COURSE OUTLINE

Taking a comparative historical approach, each class will generally consist of discussion based on readings from primary and secondary sources. Methodological readings are integrated throughout providing a background for source analysis; although not all method readings are required, they may assist you with your final essay.

<i>Sept 11</i>	Module 0: Course Introduction
Topic 0	<i>Course Introduction, Syllabus, Definitions</i>
Readings	Petrina, S. (2017). <i>What is historical research?</i> Vancouver, BC: University of British Columbia. Retrieved from http://bit.ly/2vW5l2L
<i>Sept 18</i>	Module 1: Foundation and Framework
Topic 1	<i>Historiography, Semantics, Rhetoric and Etymology</i>
Readings	Gentry, C. C. (1995). Educational technology: A question of meaning. In E. E. Miller & M. L. Mosley (Eds.), <i>Educational Media and Technology Yearbook</i> (2nd ed., pp. 1-9). Littleton, CO: Libraries Unlimited. Saettler, P. (2004). The meaning of educational technology. <i>The Evolution of American Educational Technology</i> (2nd ed., pp. 3-20). Charlotte, NC: Information Age Publishing.
Method	Lange, M. (2013). Comparative-Historical Methods: An Introduction. <i>Comparative-Historical Methods</i> (pp. 1-21). London: SAGE Publications Ltd.
<i>Sept 25</i>	Module 2: Twentieth Century Learning
Topic 2	<i>Thomas A. Edison, Motion Pictures, and Visual Education</i>
Readings	Edison, T. A. (1912). Moving pictures in the classroom. <i>Literary Digest</i> , 44, 683-684. Retrieved from http://bit.ly/2vXNOW3 Smith, F. J. (1913). The evolution of the motion picture: Looking into the future with Thomas A. Edison. <i>The New York Dramatic Mirror</i> . Retrieved from http://bit.ly/1MysBpR Orgeron, D., Orgeron, M. & Streible, D. (2012). A history of learning with the lights off. In D. Orgeron, M. Orgeron and D. Streible (Eds.), <i>Learning with the lights off: Educational film in the United States</i> . New York: Oxford University Press.
Films	Edison, T. A. (Producer), & West, L. (Director). (1914). <i>The Temple of Moloch [Motion picture]</i> . United States: Blackhawk Films. Retrieved from http://bit.ly/2vYc9Ls The Internet Archive. (2014). <i>Educational Films</i> [Internet video collection]. Retrieved from The Internet Archive website https://archive.org/details/educationalfilms
Method (Optional)	Lange, M. (2013). An Intellectual History and Overview of Comparative-Historical Analysis [Chapter 2]. <i>Comparative-Historical Methods</i> (pp. 22-39). London: SAGE Publications Ltd.
<i>Oct 2</i>	Module 3: Instructional Television and Media Studies
Topic 3	<i>Broadcasting, Film, Radio and Television</i>
Readings	Kittler, F. (1996). The history of communication media. <i>CTHEORY</i> [Special Issue]. Retrieved from http://www.ctheory.net/articles.aspx?id=45 Kumata, H. & Deutschmann, P. (1958). The mass media: Journalism, Broadcasting. <i>Review of Educational Research</i> , 28(2), 148-158. Barbatsis, G. S. (1978). The nature of inquiry and analysis of theoretical progress in instructional television from 1950-1970. <i>Review of Educational Research</i> , 48(3), 399-414.
Method (Optional)	Lange, M. (2013). The within-case methods of comparative-historical analysis [Chapter 3]. <i>Comparative-Historical Methods</i> (pp. 40-69). London: SAGE Publications Ltd.
<i>Oct 9</i>	Thanksgiving – No class

<i>Oct 16</i>	Module 4: More Learning in Less Time
Topic 4	<i>The Military, Instructional Design & Technology</i>
Readings	Gagné, R. M. (1954). Training devices and simulators: Some research issues. <i>American Psychologist</i> , 9, 95-107. Reiser, R. A. (2001). A history of instructional design and technology: Part II: A history of instructional design. <i>Educational Technology Research and Development</i> , 49(2), 57-67.
Method (Optional)	Lange, M. (2013). Within-Case Methods and the Analysis of Temporality and Inter-Case Relations [Chapter 4]. <i>Comparative-Historical Methods</i> (pp. 70-85). London: SAGE Publications Ltd.
<i>Oct 23</i>	Module 5: Understanding New Media
Topic 5	<i>Marshall McLuhan and the Project in Understanding New Media</i>
Readings	McLuhan, M. (1967). The medium is the message. <i>NEA Journal</i> , 56(7), 24-27. Clark, R. E. (1983). Reconsidering research on learning from media. <i>Review of Educational Research</i> , 53(4), 445-459. Kozma, R. (1991). Learning with media. <i>Review of Educational Research</i> , 61(2), 179-211.
Method (Optional)	Lange, M. (2013). The Comparative Methods of Comparative-Historical Analysis [Chapter 5]. <i>Comparative-Historical Methods</i> (pp. 86-116). London: SAGE Publications Ltd.
<i>Oct 30</i>	Module 6: A New Cyber-culture
Topic 6	<i>Psychology, Programmed Instruction & Teaching Machines</i>
Readings	Petrina, S. (2004). Sidney Pressey and the Automation of Education, 1924-1934. <i>Technology and Culture</i> , 45(2), 305-330. Skinner, B. F. (1965, July 27). The technology of teaching. <i>Proceedings of the Royal Society of London</i> , 162, 427-443.
Method (Optional)	Lange, M. (2013). Combining Comparative and Within-Case Methods for Comparative-Historical Analysis [Chapter 6]. <i>Comparative-Historical Methods</i> (pp. 117-139). London: SAGE Publications Ltd.
<i>Nov 6</i>	Module 7: Scaling and Democratizing Curriculum
Topic 7	<i>Correspondence, Distance & Online Learning, and Massive Open Online Courses</i>
Readings	Woolley, D. R. (1994). PLATO: The emergence of on-line community. <i>Computer-Mediated Communication Magazine</i> , 1(3), 5. Retrieved from http://unc.live/2wy3UYK Larreamendy-Joerns, J. & Leinhardt, G. (2006). Going the distance with online education. <i>Review of Educational Research</i> , 76(4), 567-605.
Video	Wheeler, S. (2016). <i>Learn from three founding fathers of distance education interviewed by Steve Wheeler #EDEN16</i> [Video file]. European Distance and E-Learning Network (EDEN). Retrieved from http://bit.ly/2v8UEHb EDC. (2009). <i>New learning, new hope: The Somali interactive radio instruction program</i> [Video file]. Educational Development Commission (EDC). Retrieved from http://bit.ly/2v0alim
Method (Optional)	Lange, M. (2013). Data, Case Selection, and Theory in Comparative-Historical Analysis [Chapter 7]. <i>Comparative-Historical Methods</i> (pp. 140-174). London: SAGE Publications Ltd.
<i>Nov 20</i>	Module 8: Twenty-First Century Learning
Topic 8	<i>Personalized Learning, Social Media, Mobile Devices, and Learning Analytics</i>
Readings	Sung, Y., Yang, J. & Lee, H. (2017). The Effects of Mobile-Computer-Supported Collaborative Learning: Meta-Analysis and Critical Synthesis. <i>Review of Educational Research</i> , 87(4), 768-

	805. Kirschner, P. (2017). Stop propagating the learning styles myth. <i>Computers & Education</i> , 108, 166-171.
Method	Lange, M. (2013). Comparative-Historical Methods: Conclusion and Assessment [Chapter 8]. <i>Comparative-Historical Methods</i> (pp. 175-183). London: SAGE Publications Ltd
Nov 27	Module 9: The Future is Now
Topic 9	<i>Video Games, Immersive Learning, Augmented and Virtual Reality</i>
Readings	Jabbar, A. & Felicia, P. (2015). Gameplay Engagement and Learning in Game-Based Learning: A systematic review. <i>Review of Educational Research</i> , 85(4), 740-779. Tamim, R., Bernard, R., Borokhovski, E., Abrami, P., & Schmid, R. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. <i>Review of Educational Research</i> , 81(1), 4-28.
December 1 End of Term	

COURSE EVALUATION

See Assessment Schedule (below) for additional information about assignments in this course.

Assignment Schedule

Assignment	Due Date:	Percentage
1. Class participation (in-class)	Ongoing	20%
2. Historical Discourse Leadership	Ongoing	25%
3. Scholarly (Historical) Essay	December 1	55%

A1. Participation [Ongoing] (20%)

Participation is valued at 20% of your final grade. We refer to the scholarly level of participation as **academic conversation**, which entails a variety of things including academic conversation, articulation and presentation. Participation is interdependent with **preparation** for each week, which involves **reading** (highlighting, pagination post-its, margin notes, comments & questions, etc.), **writing** (posting to discussions, note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, podcasting, exposition, etc.), **organizing** (documenting, labelling, ordering, archiving, filing, sequencing events, chronicling, etc.), **reflecting** (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and **speaking** (discussing, podcasting, corresponding with peers, chat, etc.). One goal of preparation is to sustain increasingly sophisticated academic conversations or engagement with the readings, course and peers. A second goal is to develop systematic approaches for engaging with the readings and your peers (i.e., developing reading, speaking, writing, organizing, and reflection form(at)s and styles that are effective). **Read for Meaning along with Purpose...**

Assessment

	Low-----Avg-----High
Appropriately and accurately articulates key constructs and themes in readings, etc.	1-----3-----5
Reveals an attempt to synthesize knowledge of media and technology in education (readings, etc.).	1-----5.5-----10
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the course	1-----3-----5
Total: xx / 20	

A2. Historical Discourse Leadership [Ongoing] (25%)

Choose one week and topic on the schedule to coordinate the seminar. It will be your responsibility to clearly re/present the topic and reading(s), and to coordinate the discussions. Please use the approach described below. Format: Group Project— groups of 3. For the discussion that you lead, please prepare to:

1. Outline the readings (primary and secondary sources) and post this outline to the group.
2. Provide a brief overview of the readings based on the outline.
3. Define key terms or methodological and theoretical concepts that are challenging.
4. Design handouts, discussion questions and presentation media for clarifying the readings.
5. Design activities for the group with attention to inclusive participation. Activities can be facilitated face to face or online. For example
 - Discussion focus questions and moderation of discussion forums
 - Wiki / Interactive Web
 - Voice & Podcast, etc.
6. Moderate and bring closure to the topic for the week.

Assessment

Low-----Avg-----High
Outlines & addresses key concept(s) in readings 1-----5.5-----10
Sufficient examples from readings are provided & synthesizes with previous readings 1-----5.5-----10
Communication and media are professional in format— Style is clean and coherent 1-----3-----5
Total: xx / 25

A3. Scholarly (Historical) Essay: (55%)

Choose a topic that corresponds with one of the weekly topics (or propose a related topic) and write a scholarly, publishable paper exploring the history of media and technology in education. The essay should provide a clear, cogent, concise history of the topic at hand. Take a position (state a thesis or argument) and provide evidence, through examples and historical narrative, to support the position. Be creative and choose a topic that really interests you! **At the mid-point of the course, please also bring a one page outline of your paper as a work in progress. Outline = outline form. This includes the:**

1. Historical topic and time / chronology
2. Theme and argument
 - a. The argument or thesis
 - b. The background
3. Primary and Secondary sources for insight into the topic
 - a. Issues to be addressed
 - b. Literature to be consulted
4. Provisional conclusions drawn from the argument & issues or data
5. Structure / sections of the paper

Assessment: (Limit to 10-12, tight well-written double-spaced pages (limit to 3000 words + references).

1. Clarity of communication / writing
 - a. Is the writing clear and concise?
 - b. Are the ideas focused and organized?
2. Development of argument / thesis
 - a. Is the argument coherent? Thoughtful? Analytical? Critical? Sophisticated?
3. Exploration of content and theory
 - a. Is there evidence of critically and theoretically exploring the issues?
 - b. Are the ideas theorized, synthesized, extended or applied?
4. Examples
 - a. Are examples sufficient? Do examples ground the paper?
 - b. Are there narrative examples?
5. Grammar & Style
 - a. Organization, sentence structure, paragraphs, spelling
 - b. APA Style (format, references)

Scholarly Historical Essay

Low-----Avg-----High
Clarity of communication / writing 1-----5.5-----10
Development of argument / thesis 1-----5.5-----10
Exploration of content and theory 1-----8-----15
Provision of effective and sufficient examples 1-----5.5-----10

Grammar & Style

1-----5.5-----10

Total: xx / 55

Grading Guidelines

Approved July 2008

A level - Good to Excellent Work

- A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.
- A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.
- A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

- B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.
- B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.
- B- (68-71%) Barely adequate work at the graduate level.

C & D level - Seriously Flawed Work

- C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

NOTE: For UBC's Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.

READINGS (Not required)

Selected Secondary Sources

For an exhaustive bibliography and historiography, see

Petrina, S. (2002). Getting a Purchase on 'The School of Tomorrow' and Its Constituent Commodities: Histories and Historiographies of Technologies, *History of Education Quarterly*, 42, 75-111.

Examples of Practitioner Histories

Anderson, C. (1961). *History of instructional technology I: Technology in American education, 1650-1900*. Washington, D.C.: United States Office of Education.

Anglin, G. J. (Ed.). (1995). *Instructional technology: Past, present, & future (2nd ed.)*. Englewood, CO: Libraries Unlimited.

Buck, G. H. (1989). Teaching machines and teaching aids in the ancient world. *McGill Journal of Education* 24 (Winter 1989): 32-54.

Casas, M. (1997). *The History Surrounding the Use of Skinnerian Teaching Machines and Programmed Instruction (1960-1970)*. Harvard University, Cambridge.

Dale, E. (1967). Historical Setting of Programmed Instruction. In P. Lange (Ed.), *Programmed Instruction*, 66th Yearbook of the National Society for the Study of Education, Part II (pp 28-54). Chicago: University of Chicago Press.

Eraut, M. (1989). Conceptual frameworks and historical development. In M. Eraut (Ed.), *The International Encyclopedia of Educational Technology* (pp 11-21). New York: Pergamon Press.

Finn, J. D. & Saettler, P. (1961). *History of Instructional Technology, II: The Technical Development of the New Media*. Washington, DC: U.S. Office of Education.

Gagne, R. M. (Ed.). (1987). *Instructional technology: Foundations*. Hillsdale, NJ: Lawrence Erlbaum.

Impagliazzo, J. & Lee, J. A. (Eds.). (2004) *History of computing in education*. Norwell, MA: Kluwer.

Januszewski, A. (2001). *Educational technology: The development of a concept*. Westport, CT: Greenwood.

Johnson, D. L. & Maddux, C. D. (Eds.). (2004). *Technology in education: A twenty year retrospective*. New York: Haworth Press.

Lard, H. (1979). *Evolutionary Changes in Educational Technology*. Syracuse University.

Meierhenry, W. C. (1984). A Brief History of Educational Technology. In J. W. Brown (Ed.), *Educational Media Yearbook* (pp 3-13). New York: R. R. Bowker.

Morgan, R. M. (1978). Educational Technology: Adolescence to Adulthood. *Educational Communication and Technology Journal*, 26, 142-152.

Reiser, R. (1987). Instructional technology: A history. In Robert M. Gagne (Ed.), *Instructional technology: Foundations*. (pp.11-48). Hillsdale, NJ: Lawrence Erlbaum.

Reiser, R.A. (2001). A History of Instructional Design and Technology: Part I: A History of Instructional Media. *Educational Technology Research and Development*, 49(1), 53-64.

Reiser, R.A. (2001). A History of Instructional Design and Technology: Part II: A History of Instructional Design. *Educational Technology Research and Development*, 49(2), 57-67.

Saettler, P. (1968). *The History of Instructional Technology*. New York: McGraw-Hill.

Saettler, P. (1978). The Roots of Educational Technology. *Programmed Learning and Educational Technology*, 15, 7-15.

Saettler, P. (1990). *The evolution of American educational technology*. Englewood, CA: Libraries Unlimited.

Examples of Critical Histories

- Bianchi, W. (2008). *Schools of the Air: A History of Instructional Programs on Radio in the United States*. Jefferson, NC: McFarland.
- Bolas, T. (2009). *Screen Education: From Film Appreciation to Media Studies*. Bristol: Intellect.
- Cuban, L. (1986). *Teachers and Machines: The Classroom Use of Educational Technology since 1920*. New York: Teachers College Press.
- Cuban, L. (1993). Computers Meet Classroom: Classroom Wins. *Teachers College Record*, 95, 185-209.
- Finkelstein, B. (1991). Dollars and Dreams: Classrooms as Fictitious Message Systems, 1790-1930. *History of Education Quarterly*, 31, 463-487.
- Gandy, O. H. (1976). *Instructional Technology: The Reselling of the Pentagon*. (Ph.D. diss., Stanford University).
- Finkelstein, B. (1992). Education Historians as Mythmakers. In G. Grant (Ed.), *Review of Research in Education* (18 ed.). Washington, D.C.: American Educational Research Association, 1992), 255-297.
- Gormly, E. K. (1996). Critical Perspectives on the Evolution of Technology in American Public Schools. *Journal of Educational Thought*, 30, 263-286.
- Haraway, D. J. (1985). Manifesto for Cyborgs: Science, Technology and Socialist Feminism in the 1980s, *Socialist Review*, 80, 65-108.
- James Main, J. (1992). *Educational Technology and the Curriculum of Production and Efficiency, 1950-1990*. Houston, TX: University of Houston.
- Noble, D. F. (2002). Digital diploma mills: The automation of higher education (Chapter 1). Toronto: Between The Lines.
- Noble, D. F. (1991). *The Classroom Arsenal: Military Research, Information Technology and Public Education*. New York: Falmer Press.
- Noble, D. F. (1998). A Bill of Goods: The Early Marketing of Computer Based Education and its Implications for the Present Moment. In B. Biddle, T. Good & I. Goodson (Eds.), *The International Handbook of Teachers and Teaching* (pp. 1321-1375). Netherlands: Springer.
- Oppenheimer, T. (2003). *The Flickering Mind: The False Promise of Technology in the Classroom and How Learning can be Saved*. New York: Random House.
- Petrina, S. (2004). Sidney Pressey and the automation of education, 1924-1934. *Technology and Culture*, 45(2), 305-330.

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- Ahmad, A. & Goff, L. (2015). Democratizing higher education in Canada: Quality and educational development. In P. Blessinger & J. Anchan (Eds.), *Democratizing higher education: International comparative perspectives* (pp. 30-43).
- Boshier, R. (1999). Leaping Fjords and Conquering Mountains: A Chronology of Technological Triumph, Zealotry and Utopianism In B.C. Education. Vancouver, BC: TERN.
- Buck, G. J. (1951). Correspondence education in Canada. *Phi Delta Kappan*, 32(5), 220-222.
- Moore, M. G. (1983). The individual adult learner, In M. Tight (Ed.), *Adult learning and education* (pp. 153-168). London: Croom Helm.
- Moore, G. A. B. (1972). The Growth of Educational Technology in Canadian Higher Education," *British Journal of Educational Technology*, 1, 32-47.
- Petrina, S. (2008). *Communications, Media & Technology in Curriculum Studies at UBC*. Vancouver: UBC.

- Ruggles, R. H., Anderson, J., Blackmore, D., Lafleur, C., Rothe, J. P. & Taerum, T. (1982). Learning at a distance and the new technology. Vancouver: Educational Research Institute of BC.
- Toutant, T. S. (2003). Equality by mail: Correspondence education in British Columbia, 1919 to 1969. Victoria, BC: University of Victoria.