Research Product 85-03

BASIC SKILLS RESOURCE CENTER:
DOCUMENTATION AND PHASEOVER REPORT FOR
THE MILITARY EDUCATORS RESOURCE NETWORK

Instructional Technology Systems Technical Area
Training Research Laboratory

January 1985

U. S. Army Research Institute for the Behavioral and Social Sciences
Approved for public release; distribution unlimited.
U. S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES
A Field Operating Agency under the Jurisdiction of the Deputy Chief of Staff for Personnel

EDGAR M. JOHNSON
Technical Director

L. NEALE COSBY
Colonel, IN
Commander

Research accomplished under contract for the Department of the Army
InterAmerica Research Associates, Inc.

Technical review by

William T. Allison - Education Division, ODCSPER
Dorothy Scanland - Defense Activity for Non-Traditional Education Support (DANTES)
Richard P. Kern

NOTICES

FINAL DISPOSITION: This Research Product may be destroyed when it is no longer needed. Please do not return it to the U.S. Army Research Institute for the Behavioral and Social Sciences.

NOTE: This Research Product is not to be construed as an official Department of the Army document in its present form.
THIS DOCUMENT IS BEST QUALITY AVAILABLE. THE COPY FURNISHED TO DTIC CONTAINED A SIGNIFICANT NUMBER OF PAGES WHICH DO NOT REPRODUCE LEGIBLY.
**Title:** BASIC SKILLS RESOURCE CENTER: DOCUMENTATION AND PHASEOVER REPORT FOR THE MILITARY EDUCATORS RESOURCE NETWORK

**Authors:** Russo, R.P., Foster, J.A. (InterAmerica), and Modjeski, R.B. (ARI)

**Performing Organization:** InterAmerica Research Associates, Inc.

**Address:** 1555 Wilson Boulevard, Suite 508, Rosslyn, VA 22209

**Prepared for:** U.S. Army Research Institute for the Behavioral and Social Sciences

**Address:** 5001 Eisenhower Avenue, Alexandria, VA 22333-5600

**Report Date:** January 1985

**Number of Pages:** 50

**Abstract:** The Military Educators Resource NETWORK is part of the Basic Skills Resource Center. The NETWORK provides military educators, researchers, and administrators with information on basic skills and continuing education. This report delineates all operational procedures developed and used by project staff during the initial operational phase of the NETWORK. The report includes: file specifications and print formats associated with the computerized database; request and response processing procedures and related forms; request and response processing procedures and related forms; request and response processing procedures and related forms; request and response processing procedures and related forms; request and response processing procedures and related forms; request and response processing procedures and related forms.

**Keywords:** Adult education, Army Education Information System, Computer-Based Information System, Technical Information Center.
ARI Research Product 85-03

20. (Continued)

as well as copies of all publications prepared and disseminated by the NETWORK staff.
BASIC SKILLS RESOURCE CENTER: 
DOCUMENTATION AND PHASEOVER REPORT FOR 
THE MILITARY EDUCATORS RESOURCE NETWORK 

Rocco P. Russo, Julia A. Foster 
InterAmerica Research Associates, Inc. 
and 
Richard B. Modjeski 
Army Research Institute 

Submitted by 
Zita M. Simutis, Chief 
Instructional Technology Systems Technical Area 

Approved as technically adequate 
and submitted for publication by 
Harold F. O'Neil, Jr., Director 
Training Research Laboratory 

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES 
5001 Eisenhower Avenue, Alexandria, Virginia 22333 

Office, Deputy Chief of Staff for Personnel 
Department of the Army 

January 1985 

Army Project Number 
2Q263743A794 

Education and Training 

Approved for public release; distribution unlimited.
The Instructional Technology Systems Technical Area, U.S. Army Research Institute (ARI), conducts research in support of Training. This research on an education information system was initiated in response to a request from the Office of the Deputy Chief of Staff of Personnel (ODCSPER) to disseminate knowledge and techniques to users on state-of-the-art educational research and practice. Information systems which are a subset of complex information databases were designed to be used by Army educators, administrators, and researchers as a part of this research effort.

As part of the task of developing and implementing an information center, a database of Army specific information was established. The documentation and phaseover report provides the essential procedures needed to establish an information center throughout the Department of Defense (DOD). The computer formats used in this database report meet both Army and DOD standards. Examples of publications produced by the information center are also included.

EDGAR M. JOHNSON
Technical Director
EXECUTIVE SUMMARY

The Basic Skills Resource Center (BSRC) is to be developed and operated by InterAmerica Research Associates, Inc. under contract with the U.S. Army Research Institute. The BSRC project has two interfacing components: the implementation and monitoring of applied research in the area of adult basic skills and continuing education; and the design, implementation, and operation of an information service. Following the completion of a needs assessment, a design plan was identified for the operation of an information service entitled "The Military Educators Resource NETWORK." This report is intended to document the operational procedures that have been implemented by project staff during the NETWORK's initial operational phase.

The report provides a brief overview of the needs assessment results and the operational design plan specified for the NETWORK. As outlined in the design plan, a computerized database and library collection were to be developed to support the information services offered by the NETWORK. File specifications for the Bibliographic and Human Resources Directory components of the database are identified as well as descriptions of related print formats for the citations maintained in these files. Descriptions of the appropriate filing and cataloging procedures for the various components of the library collection are fully delineated.

The purpose and objectives of the Inquiry Response and Referral Services are highlighted. In addition, all procedural forms and logs used in the processing of questions and responses are outlined. The operational designs of all publications developed through the Publication Development and Dissemination Service are specified. Copies of all publications developed by the NETWORK staff are provided in the appendices to illustrate graphical considerations and content. The purpose and objectives of two information activities offered via the Current Awareness Service are identified. All related processing procedures for these activities are delineated and related publications are exhibited in the appendices.

Procedures described in the report were initiated in March 1983, which marked the initial offering and pilot testing of the NETWORK's services. The information contained in the report is intended to facilitate the continued operation of the NETWORK following the completion of the pilot test of the NETWORK's operational design.
# BASIC SKILLS RESOURCE CENTER: DOCUMENTATION AND PHASEOVER REPORT
FOR THE MILITARY EDUCATORS RESOURCE NETWORK

## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Purpose and Objectives</td>
<td>3</td>
</tr>
<tr>
<td>II. THE NETWORK'S COMPUTERIZED DATABASE AND LIBRARY COLLECTION</td>
<td>5</td>
</tr>
<tr>
<td>The NETWORK's Database Specifications</td>
<td>5</td>
</tr>
<tr>
<td>The Bibliographic File</td>
<td>7</td>
</tr>
<tr>
<td>The Human Resource Directory File</td>
<td>15</td>
</tr>
<tr>
<td>The NETWORK's Library Collection</td>
<td>22</td>
</tr>
<tr>
<td>Periodical Collection</td>
<td>22</td>
</tr>
<tr>
<td>Book Collection and Card Catalog</td>
<td>23</td>
</tr>
<tr>
<td>Vertical File</td>
<td>24</td>
</tr>
<tr>
<td>III. INQUIRY RESPONSE AND REFERRAL SERVICES</td>
<td>27</td>
</tr>
<tr>
<td>Purpose</td>
<td>27</td>
</tr>
<tr>
<td>Processing of Questions</td>
<td>29</td>
</tr>
<tr>
<td>Response Processing</td>
<td>34</td>
</tr>
<tr>
<td>IV. PUBLICATION DEVELOPMENT AND DISSEMINATION SERVICE</td>
<td>40</td>
</tr>
<tr>
<td>Brochure and Rolodex Card</td>
<td>40</td>
</tr>
<tr>
<td>Newsletter</td>
<td>41</td>
</tr>
<tr>
<td>Fact Sheets</td>
<td>44</td>
</tr>
<tr>
<td>V. CURRENT AWARENESS SERVICE</td>
<td>45</td>
</tr>
<tr>
<td>NETWORK Vanguard</td>
<td>46</td>
</tr>
<tr>
<td>NETWORK Profile Service</td>
<td>47</td>
</tr>
<tr>
<td>VI. SUMMARY</td>
<td>50</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>52</td>
</tr>
<tr>
<td>APPENDIX A. NETWORK BIBLIOGRAPHIC FILE SPECIFICATIONS</td>
<td>A-1</td>
</tr>
<tr>
<td>B. BIBLIOGRAPHIC FILE WORK FORM</td>
<td>B-1</td>
</tr>
<tr>
<td>C. NETWORK HUMAN RESOURCES DIRECTORY FILE SPECIFICATIONS</td>
<td>C-1</td>
</tr>
</tbody>
</table>
## CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.</td>
<td>Human Resources Directory File Work Form</td>
<td>D-1</td>
</tr>
<tr>
<td>E.</td>
<td>Network Brochure</td>
<td>E-1</td>
</tr>
<tr>
<td>F.</td>
<td>Copies of the Network Circuit</td>
<td>F-1</td>
</tr>
<tr>
<td>G.</td>
<td>Copies of the Network Fact Sheet</td>
<td>G-1</td>
</tr>
<tr>
<td>H.</td>
<td>Copies of the Network Vanguard</td>
<td>H-1</td>
</tr>
</tbody>
</table>

## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Print Format A: Bibliographic File</td>
<td>13</td>
</tr>
<tr>
<td>2.</td>
<td>Print Format B: Bibliographic File</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>Print Format B: Human Resources Directory File</td>
<td>21</td>
</tr>
<tr>
<td>5.</td>
<td>Card Catalog Slip</td>
<td>25</td>
</tr>
<tr>
<td>6.</td>
<td>Information Request Form</td>
<td>31</td>
</tr>
<tr>
<td>7.</td>
<td>Information Request Log</td>
<td>33</td>
</tr>
<tr>
<td>8.</td>
<td>Network Rolodex Card</td>
<td>42</td>
</tr>
<tr>
<td>9.</td>
<td>Network Profiles Checklist</td>
<td>48</td>
</tr>
</tbody>
</table>
I. INTRODUCTION

In April 1982, InterAmerica Research Associates, Inc. initiated the Basic Skills Resource Center (BSRC) project. Funded through the U.S. Army Research Institute (ARI) under Contract Number MDA 902-82-0169, the BSRC consists of two components: a research component that has undertaken the design, implementation, and coordination of a learning strategies research agenda, and an information component that has designed and operated the Military Educators Resource NETWORK. The focus of this report is the delineation of the operational procedures developed by NETWORK staff during the NETWORK's initial operation cycle. This documentation is intended to facilitate the continued operation of the NETWORK following the completion of the pilot test of the NETWORK's operational design.

Prior to the start-up of the NETWORK in March 1983, two related activities were completed by InterAmerica staff. These included: the conduct of a needs assessment and the specification of an operational design plan. The needs assessment was undertaken to provide an empirical base for the design of the BSRC information service. The needs assessment sought to determine the potential users of the information service, their information needs, and the scope of and accessibility to services. The needs assessment findings (see Russo, Rivera, DeCarme, and French, 1982) revealed several considerations that needed to be addressed in the identification of an operational design for the information service. Generally, it was recommended that a computerized information database be developed in order to facilitate quick response turnaround times. It was believed that the information services should respond primarily to inquiries received from
educators/practitioners associated with the Army's basic skills education program. Finally, it was suggested that the information service provide a proactive information dissemination component to address topics of interest to military educators and to stimulate user requests.

These basic considerations and others were explored in more detail by InterAmerica staff in an effort to describe a clear operational design plan for the NETWORK. Through a review of the needs assessment data and subsequent discussions with ARI and The Adjutant General's Office (TAGO) staff, the following mission was specified for the NETWORK: to provide practitioners, researchers, and policymakers within the Department of the Army with up-to-date information relevant to basic skills and continuing education issues. The design plan (see Rivera, Russo, and DeCarme, 1982) provided an operational framework that outlined the purpose and objectives of the NETWORK, the primary and secondary user groups, the services to be provided, and the content and focus of these services. Three basic functions were identified to carry out the mission established for the NETWORK. These included: (a) the development of a computerized database; (b) the dissemination of information through the provision of the Inquiry Response and Referral Services, a Publication Development and Dissemination Service and a Current Awareness Service; and (c) the evaluation of these services. As noted earlier, the focus of this report is the description of the NETWORK's operational procedures associated with the computerized database and each of the services offered by the NETWORK. A synthesis of information regarding the evaluation of the NETWORK's activities and services is to be discussed in the final report of the BSRC information component.
Purpose and Objectives

The basic design plan recommended by InterAmerica staff was implemented in March 1983 which marked the beginning of the formal pilot test of the NETWORK's services. The purpose of this report is to document the operational procedures that have been implemented by project staff during the initial operational period. The descriptive information contained in this report is intended to facilitate the continued operation of the NETWORK following the completion of the pilot test. The specific objectives to be addressed by this report are:

- To describe the specifications of the NETWORK's computerized database relative to the bibliographic information file and the human resources directory file.
- To provide a complete and accurate description of the purpose and objectives of the NETWORK's services, that is, the Inquiry Response and Referral Services, the Publication Development and Dissemination Service, and the Current Awareness Service.
- To describe all procedures, including forms, files, and catalogs, utilized by project staff in the provision of the NETWORK's services.

The following sections of this report provide the necessary documentation required to meet each of these objectives. Specifically, Section II of this report provides the file specifications for the NETWORK's computerized database. In addition, a complete description of the NETWORK's library is provided. Section III delineates the purpose and objectives of the NETWORK's Inquiry Response and Referral Services as well as procedures used to record, prepare, and respond to inquiries received from users. The purpose and objectives of the Publication Development and Dissemination Service are described in Section IV. This section also includes copies of
all publications prepared and distributed by the NETWORK. Section V outlines the purpose and objectives of the Current Awareness Service and provides copies of all related publications. Finally, a brief summary is provided in the final section of this report.
II. THE NETWORK'S COMPUTERIZED DATABASE AND LIBRARY COLLECTION

The primary mission of the Military Educators Resource NETWORK is the provision of information to the Department of the Army's education personnel relevant to adult basic skills and continuing education issues. The foundation required to support this mission includes a well-developed collection of materials and an effective process for the retrieval of information from the collection.

The collection of materials, as identified through the needs assessment activities, was to include information that is representative of programmatic and research efforts in the areas of basic skills education. In addition, the collection was to include descriptions of Army basic skills education programs as well as reference and referral information. The NETWORK's design plan specified that the information to be used by the NETWORK was to be maintained primarily by a computerized database. The design plan also specified that the database would be complimented by the development of a small library collection. Together, the computerized database and the library collection were intended to provide the support mechanisms for the operation of the information services offered by the NETWORK. The operational procedures associated with the database and library collection are described in detail in this section of the report.

The NETWORK's Database Specifications

The development of a computerized database was undertaken to provide the primary support necessary for the operation of the NETWORK's information
services. A computerized database facilitates the standardization of the information storage and retrieval processes needed to provide information to the NETWORK's target audiences. The development of the NETWORK's database includes two distinct files which allow the NETWORK to address the varying information needs of the NETWORK's primary and secondary user groups as well as address the unique characteristics of the various information services offered by the NETWORK (i.e., Inquiry Response and Referral Services, Publication Development and Dissemination Service, and the Current Awareness Service). The two component files are: a Bibliographic File, providing access to resource citations pulled from the Educational Resources Information Center (ERIC) and National Technical Information System (NTIS) databases and other input as the NETWORK's collection develops; and a Human Resources Directory File, providing information on ongoing research projects, educational programs, and organizations (all, hopefully, with contact persons included for referral).

The specifications for these two files vary somewhat (see Appendices A and C). The Bibliographic File is structured for compatibility with Machine Readable Cataloging (MARC) format tags in preparation for possible eventual conversion; although the MARC codes will be "built-in" and visible on some forms for mapping purposes, they will remain invisible to users. Specifications for setting up the MARC leader and the directory will be written when the system in which these tapes are to be used is identified. The data delimiters for the MARC tapes will be:

- Tag delimiter = the "at" symbol (@)
- Subtag delimiter = the plus sign (+)
- Delimiter within subtag data = the semicolon (;)
- Delimiter between each record = the exclamation point (!)
(Note: The Defense Activity for Non-Traditional Education Support (DANTES) has expressed interest in continuing the operation of the NETWORK. A test data tape of the NETWORK's computerized database has been provided to DANTES personnel. Their computer support staff have successfully read and utilized this data tape. Given this outcome, InterAmerica staff have discussed the need to incorporate the MARC format tags into the final data tape. Based on these discussions, it appears that MARC tags are not required and therefore, will not be included in the final data tape. Currently, InterAmerica staff are awaiting written notification of this decision.)

The Bibliographic File

The following sections are intended to outline (a) the data elements contained in the Bibliographic File, and (b) the print formats available for this segment of the NETWORK computerized database. For each data element used to delineate information aspects of a bibliographic citation, a mnemonic field label is identified, the MARC tag descriptor is specified, a description of the field length, contents, and characteristics is provided, and when necessary, examples are provided to clarify data element descriptions. This detailed information is presented in a tabular format in Appendix A in order to provide a quick reference for future use. In addition, a work form for the Bibliographic File is exhibited in Appendix B. This work form is used by NETWORK staff in the preparation of bibliographic citations to be entered in the database. Finally, two print formats are discussed and examples of each are provided in accompanying figures.
Data Elements. The Bibliographic File consists of the following data elements:

Data Element: NETWORK Accession Number
Mnemonic: AN
MARC Tag: 090; both indicators are always blanks (b).
Description: $a = a mandatory field of two alphabetic characters and five numerals.
Example: BL00024.

Data Element: Personal Author
Mnemonic: AU
MARC Tag: 100; first indicator always = 1; second indicator always = 0.
Description: An alphabetic field which will hold up to 150 characters. Subfield $a = surname, first name; subfield $c = title.

Data Element: Corporate Author
Mnemonic: CA
MARC Tag: 110; first indicator always = 2, second indicator always = 0.
Description: An alphabetic field which can hold up to 150 characters. Subfield $a = corporate name; subfield $b = subordinate corporate units.

Data Element: Conference/Meeting Author
Mnemonic: MA
MARC Tag: 111; first indicator always = 2, second indicator always = 0.
Description: An alphabetic field which can hold up to 300 characters. Subfield $a = name of the meeting or conference; $q = place where conference was held; $d = date of conference; $e = subordinate corporate units named in conference; $g = any miscellaneous information needed to clarify entry.
**Data Element:** Title  
*Mnemonic:* TI  
*MARC Tag:* 245; first indicator always = 1; second indicator shows the number of nonfiling characters at the beginning of the title.  
*Description:* A mandatory alphanumeric field containing up to 150 characters. Subfield $a$ = the title proper; subfield $b$ = subtitle or parallel title.

**Data Element:** Publication Type  
*Mnemonic:* TP  
*MARC Tag:* 245; both indicators are blanks (b). In true MARC format, this field is a subfield ($h$) of the title field. It is separate here to allow search limiting by type of material, using the PUBTYPE codes from the ERIC Thesaurus (journal article = 080, research report = 143, audiovisual = 100, etc.)  
*Description:* A mandatory numeric field of up to 20 characters.

**Data Element:** Series Statement  
*Mnemonic:* SE  
*MARC Tag:* 490; first indicator always = 1, second indicator always = b.  
*Description:* An alphanumeric field of up to 75 characters. Subfield $a$ = series statement; subfield $v$ = volume or number; $x$ = International Standard Serial Number (ISSN).

**Data Element:** Publication Date  
*Mnemonic:* DA  
*MARC Tag:* 260; both indicators are always blanks (b).  
*Description:* Subfield $c$ = date of publication or issue. A numeric field which, if filled in, must contain six numbers in the order YYMMDD. If not all elements of the date are known, substitute zeros.  
*Example:* 820923 (September 23, 1982).

**Data Element:** Publisher  
*Mnemonic:* PU  
*MARC Tag:* 260; first indicator = 0 if publisher, distributor, etc. is present in work; = 1 if not present in work. Second indicator is always a blank (b).  
*Description:* An alphabetic field with up to 75 characters. Subfield $a$ = place of publication; subfield $b$ = name of publisher. True MARC format would include the date, above, with the publisher in the imprint field, but they are separate here so that items may be searchable or limitable by date.
<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Language/s of material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>LA</td>
</tr>
<tr>
<td>MARC Tag:</td>
<td>041; first indicator = 0 if work is not a translation, = 1 if it is a translation. Second indicator is always = b.</td>
</tr>
<tr>
<td>Description:</td>
<td>An alphabetic field which can hold up to six three-character MARC language codes (up to a total of 30 characters). All entries are under the repeatable subfield $a$. This field is mandatory, although most items will probably be English (eng).</td>
</tr>
<tr>
<td>Example:</td>
<td>eng; fre; ger.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Physical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>PD</td>
</tr>
<tr>
<td>MARC Tag:</td>
<td>300; both indicators are always blanks (b).</td>
</tr>
<tr>
<td>Description:</td>
<td>A mandatory alphanumeric field with up to 300 characters. Subfield $a$ = pagination; subfield $b$ = illustration, etc.; $c$ = dimensions; $e$ = related materials, whether included in our collection or not.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>AV</td>
</tr>
<tr>
<td>MARC Tag:</td>
<td>265; both indicators are always blanks (b).</td>
</tr>
<tr>
<td>Description:</td>
<td>An alphanumeric field of up to 300 characters. Usually an address, but may include any notes necessary. Price and ordering numbers are included in the following field, although notes on price may be input here. All entries under subfield $a$.</td>
</tr>
<tr>
<td>Example:</td>
<td>University Press of Mississippi; 3825 Ridgewood Rd.; Jackson, MS, 39211; single copies free.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Price and Order Number/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>PR</td>
</tr>
<tr>
<td>MARC Tag:</td>
<td>020; both indicators are always blanks.</td>
</tr>
<tr>
<td>Description:</td>
<td>An alphanumeric field of up to 60 characters. Subfield $c$ = price, and is repeatable; subfield $a$ = any order numbers necessary in identifying the appropriate material.</td>
</tr>
<tr>
<td>Example:</td>
<td>$19.95; $14.95 pbk. ISMB 0-87805-105-8 (cloth); ISBN 0-87805-109-J (paper).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Government Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>GV</td>
</tr>
<tr>
<td>MARC Tag:</td>
<td>008; both indicators are always blanks (b).</td>
</tr>
<tr>
<td>Description:</td>
<td>Subfield $a$ = a mandatory alphabetic field of up to 10 characters.</td>
</tr>
<tr>
<td>Example:</td>
<td>Government; federal; state; local, etc.</td>
</tr>
</tbody>
</table>
Data Element: Government Document Number
Mnemonic: GN
MARC Tag: 086; first indicator is always = 0; second indicator always = b.
Description: An alphanumeric field of up to 20 characters entered in the repeatable subfield $a$.

Data Element: Personal Added Entry
Mnemonic: AE
MARC Tag: 700; first indicator is always = 1; second indicator always = 0.
Description: An alphabetic field of up to 150 characters. Subfield $a$ = the person's name (surname, first name, middle initial or name); subfield $c$ = the person's rank or title, if any; subfield $e$ = a description of how the person relates to the work in hand.
Example: Swanson, Mark A.; LtJg, U.S. Coast Guard; translator.

Data Element: Corporate Added Entry
Mnemonic: CE
MARC Tag: 710; first indicator always = 3; second indicator always = 0.
Description: An alphabetic field of up to 200 characters. Subfield $a$ = corporate name; $b$ = subordinate corporate units; $e$ = how this entry relates to the work in hand.

Data Element: Conference/Meeting Added Entry
Mnemonic: ME
MARC Tag: 711; first indicator always = 2; second indicator always = 0.
Description: An alphanumeric field of up to 300 characters. Subfield $a$ = name of conference or meeting; $q$ = place where conference was held; $d$ = date of conference; $e$ = subordinate corporate units of the conference; $g$ = miscellaneous information needed to clarify conference contribution.

Data Element: Note
Mnemonic: NT
MARC Tag: 500; both indicators are always blanks (b).
Description: Subfield $a$ = an alphanumeric field of up to 500 characters. A note may contain any information thought necessary which is unsuitable for other fields.

Data Element: Abstract
Mnemonic: AB
MARC Tag: 520; both indicators are always blanks (b).
Description: A mandatory alphanumeric field of up to 1,600 characters. Preferably informative or informative/indicative, prepared in keeping with the American National Standard for Writing Abstracts.
Data Element: Descriptors
Mnemonic: DE
MARC Tag: 690; both indicators are always blanks (b).
Description: Subfield $a = a mandatory alphanumeric field of up to 500 characters (up to 20 descriptors) depicting both major and minor subjects represented in the work in hand. Terms must be chosen from the ERIC or NETWORK thesauri.

Data Element: Identifiers
Mnemonic: ID
MARC Tag: 690; both indicators are always blanks (b).
Description: Subfield $a = an alphanumeric field of up to 300 characters used to identify special subject concepts not appropriate for thesauri.
Example: Coast Guard Educational Enrichment Program.

Data Element: Database Field
Mnemonic: DB
MARC Tag: None
Description: A mandatory three-character alphabetic designation indicating that the record is to be added to the bibliographic component of the NETWORK database. Therefore, the only entry will be BIB, although reference to these materials may be made from directory database entries.

Data Element: Date Entered
Mnemonic: EN
MARC Tag: None
Description: A mandatory field of six numbers indicating the date this record was added to the database, in the format YYMMDD.

Data Element: Date Verified
Mnemonic: VF
MARC Tag: None
Description: A minimum/maximum of six numbers which indicate the date we received verification that this record is accurately represented in the NETWORK database.

Print Formats. The NETWORK Bibliographic File offers the user a choice of two print formats. Format A (see Figure 1) will assist less experienced users by printing out the complete tag name. All tag names will end at the same column so that they appear flush right upon printout, followed by a colon and two spaces. The system will suppress printout of fields which have no input for a particular record (for instance, if a record has a
Figure 1

Print Format A

Bibliographic File

ACCESSION NO: BL00001.


TITLE: Common sense training: a working philosophy for leaders.

PUBLICATION TYPE: 010.

PUBLICATION DATE: 780000.

PUBLISHER: Novato, Calif: Presidio Press.

LANGUAGE/S: eng.

PHYSICAL DESCRIPTION: 225 p.; 23 cm.

AVAILABILITY: Presidio Press, 31 Pamaron Way, Novato, CA 94947


GOVT STATUS: not govt.

ABSTRACT: Two major themes predominate this work: first, that training is the number-one business of a peacetime army but that it has suffered neglect; and, second, that the senior commander sets the tone on training in an army organization. The focus is on training at battalion level and below with major emphasis on company/battery/troop level. Although many suggestions on practical down-to-earth training techniques are to be found here, few detailed charts or programs are included. (AU). Includes a foreward by General Hamilton H. Howze, and chapters entitled: 1) A philosophy of training 2) Common excuses for inadequate training 3) What happened? Where did we go astray? 4) Maintenance and training -- the chicken or the egg? 5) Who is responsible for what? 6) Training management 7) Training yourself and the chain of command 8) Unit schools 9) Situational training 10) Training tips 11) Individual training in units 12) Crew Training 13) Small-unit training 14) Large-unit training 15) Combat arms training 16) Competition, testing and inspections 17) Physical training and sports program 18) Reserve component training 19) Quality of personnel and personnel actions 20) Leadership and training 21) Advice for and about generals 22) Fighting qualities, national will, and training.

DESCRIPTORS: FIELD-INSTRUCTION; LARGE-GROUP- INSTRUCTION; LEADERSHIP-RESPONSIBILITY; MILITARY-TRAINING; NATIONAL-DEFENSE; PHYSICAL-FITNESS; SMALL-GROUP- INSTRUCTION.

INDICATORS: UNITED-STATES-ARMY.

TI: Common sense training: a working philosophy for leaders.

DA: 780000

DE: FIELD-INSTRUCTION; LARGE-GROUP-INSTRUCTION; LEADERSHIP-RESPONSIBILITY; MILITARY-TRAINING; NATIONAL-DEFENSE; PHYSICAL-FITNESS; SMALL-GROUP-INSTRUCTION

* User specified AU, TI, DA and DE data elements in print command.
corporate author, there will be no tag name printed out for personal author or conference author). The printout will be single-spaced within each data element and double-spaced between each data element.

Format B (see Figure 2) will print out the two-letter mnemonics for each tag name, flush left. Otherwise, the printout will be identical to that of Format A; that is, the mnemonic will be followed by a colon and two spaces; unfilled fields will be suppressed; and the printout will be single-spaced within data elements, double-spaced between.

In addition to choice of print format, the user may choose which data elements s/he wishes to have printed out. For example, one may specify only the title, language/s and descriptors when giving the print command. Unless individual fields are requested, the system defaults to full print-out.

The Human Resources Directory File

The following sections are intended to outline (a) the data elements contained in the Human Resources Directory File, and (b) the print formats available for this segment of the NETWORK's computerized database. For each element used to delineate information aspects of a human resource citation, a mnemonic field label is identified, a description of the field length, contents and characteristics is provided, and when necessary, examples are provided to clarify data element descriptions. This detailed information is presented in a tabular format in Appendix C in order to provide a quick reference for future use. In addition, a work form for the
Human Resources Directory File is exhibited in Appendix D. This work form is used by NETWORK staff in the preparation of human resource citations to be entered in the database. Finally, two print formats are discussed and examples of each are provided in accompanying figures.

Data Elements. The Human Resources Directory File consists of the following data elements:

Data Element: NETWORK Accession Number
Mnemonic: AN
Description: A mandatory field of two alphabetic characters and five numerals.
Example: HR000019.

Data Element: Person in Charge
Mnemonic: PC
Description: This alphanumeric field may contain up to 150 characters providing the name of the person in charge of a program, project, organization, etc. and his or her title, address, and phone number.

Data Element: Title
Mnemonic: T
Description: The title of a program or project and any subtitle or alternate title should be input to this mandatory alphanumeric field of up to 150 characters. This field is not meant to be used for the name of an organization, which should be entered under Performing Agency.

Data Element: Program Area
Mnemonic: TP
Description: This flexible alphanumeric field may contain up to 50 characters indicating the type of educational program, research, or organization represented by the record.

Data Element: Starting and Ending Dates
Mnemonic: DA
Description: This field of up to 13 characters lists first the starting date of a program or project, which is searchable; and the ending date, if known. This is not the field for a date of publication or distribution of reports or other materials connected with the activity; these will be noted in the field termed Related Materials. Starting and ending dates are in the order YYMMDD.
Example: 830819;860400.
Data Element: Performing Agency
Mnemonic: PO
Description: Up to 200 alphanumeric characters may be input to indicate the name and address of the primary institution, agency or organization performing ongoing research or conducting educational programs. This is the correct field to use for listing an agency for organizational directory purposes, or to list the affiliate organization of an individual participant in the human resource file.

Data Element: Language/s
Mnemonic: LA
Description: The 30-character length of this field allows input of up to six three-character language codes. These codes may indicate the language proficiency of an individual; the language/s used in ongoing educational programs, such as ESL programs or courses; etc.
Example: Eng;spa.

Data Element: Related Materials
Mnemonic: RM
Description: Up to 300 alphanumeric characters may be used to guide the user to related materials, which may be items authored by an individual, learning materials produced or used in a program, research reports, etc. If the materials are in the NETWORK collection, the NETWORK accession number and title are sufficient.

Data Element: Target Audience
Mnemonic: TA
Description: This alphanumeric field can contain up to 300 characters indicating the intended audience for which a program, project or, perhaps, an organization's activities are designed.
Example: Army enlisted personnel with reading scores below the 6th grade level.

Data Element: Appropriations
Mnemonic: PR
Description: This field can hold up to 50 alphanumeric characters to list and explain funding arrangements.

Data Element: Government Status
Mnemonic: GV
Description: This is a mandatory alphabetic field which indicates an agency's or individual's governmental affiliation. A maximum of 10 characters may be input.
Example: Federal.
<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Grant/Contract Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>GN</td>
</tr>
<tr>
<td>Description:</td>
<td>Up to 100 alphanumeric characters may be used to indicate a project, grant, contract, etc. number with any necessary explanation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Contact Person/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>CP</td>
</tr>
<tr>
<td>Description:</td>
<td>The alphanumeric field can hold up to 150 characters—the contact person's name and other useful information such as title, address, and phone number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Supporting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>SP</td>
</tr>
<tr>
<td>Description:</td>
<td>This alphanumeric field holds up to 200 characters which indicate the name of the supporting or funding agency, any important corporate subunits, and other information such as address and phone number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>NT</td>
</tr>
<tr>
<td>Description:</td>
<td>This alphanumeric field may contain up to 500 characters. It is the place for any needed information unsuitable for other fields.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>AB</td>
</tr>
<tr>
<td>Description:</td>
<td>Up to 1,200 alphanumeric characters may be input to describe a research project, educational program, organizations, or individual's interests and expertise. This field is mandatory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>DE</td>
</tr>
<tr>
<td>Description:</td>
<td>A mandatory field of up to 500 alphanumeric characters (up to 20 descriptors) depicting both major and minor subjects appropriate to the record being entered. Terms must be chosen from the ERIC or NETWORK thesauri.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element:</th>
<th>Identifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mnemonic:</td>
<td>ID</td>
</tr>
<tr>
<td>Description:</td>
<td>An alphanumeric field of up to 300 characters used to identify special subject concepts not appropriate for thesauri.</td>
</tr>
</tbody>
</table>
Data Element: Database File
Mnemonic: DB
Description: A mandatory three-character alphabetic designation indicating that the record is to be added to the human resources component of the NETWORK database. Therefore, the only entry will be DIR, although reference to any related materials represented in the BIB database will be made in field RM.

Data Element: Date Entered
Mnemonic: EN
Description: A mandatory field of six machine-generated numbers indicating the date the record was added to the database, in the format MMDDYY.

Data Element: Date Verified
Mnemonic: VF
Description: A minimum/maximum of six numbers which indicate the date we received verification that this record is accurately represented in the NETWORK database, in the format MMDDYY.

Print Formats. Like the NETWORK Bibliographic File, the Human Resources Directory File offers the user a choice of two print formats. Format A (see Figure 3) will assist less experienced users by printing out the complete tag name. All tag names will end at the same column so that they appear flush right upon printout, followed by a colon and two spaces. The system will suppress printout of fields which have no input for a particular record. For instance, a record input from a Department of the Army (DA) Form 1498 has no Person in Charge, so field PC would not print out. Further, all lines of type will be moved up to replace any intervening blank lines that would otherwise be left due to unfilled fields. The printout will be single-spaced within each data element and double-spaced between each data element.

Format B (see Figure 4) will print out the two-letter mnemonics for each tag name, flush left. Otherwise, printouts will be identical to that of
Objective: to develop and conduct evaluations of revised BSEP components, including MOS Baseline Skills, English as a second language, and learning strategies. To develop new techniques for evaluating performance based training and education systems. Approach: to design and apply a revised BSEP and its components. The methodology will take into consideration the adequacy of resources provided for BSEP implementation and the adequacy of design of instructional and delivery strategies. A quality control system will be developed to permit a continuing evaluation of on-going programs by ACES personnel. Progress: the task I report on BSEP review and program support was submitted and reviewed. FBSEP II needs assessment questionnaires were developed and approved.
AN: HR00045.
TI: Evaluation of Basic Skills Education Program.
DA: 801001;860200.
CP: Dr. Rebecca Oxford-Carpenter; 202-274-5538.
AB: Objective: to develop and conduct evaluations of revised BSEP components, including MOS Baseline Skills, English as a second language, and learning strategies. To develop new techniques for evaluating performance based training and education systems. Approach: to design and apply a comprehensive evaluation methodology for both the overall revised BSEP and its components. The methodology will take into consideration the adequacy of resources provided for BSEP implementation and the adequacy of design on instructional and delivery strategies. A quality control system will be developed to permit a continuing evaluation of on-going programs by ACES personnel. Progress: the task I report on BSEP review and program support was submitted and reviewed. FBSEP II needs assessment questionnaires were developed and approved.

* User specified AN, TI, DA, CP, SP and AB data elements in print command.
Format A; that is, the mnemonic will be followed by a colon and two spaces; unfilled fields will be suppressed; and the printout will be single-spaced within each data element and double-spaced between each data element.

In addition to choice of print format, the user may choose which data elements s/he wishes to have printed out. For example, one may specify only the title, starting and ending dates, and abstract when giving the print command. Unless individual fields are requested, the system will default to full printout.

The NETWORK's Library Collection

Complementing the Bibliographic and Human Resources Directory Files of the computerized database is a small library of materials that focus on basic skills and continuing education issues of relevance to military educators. This set of materials is intended to support the NETWORK's information services and assist the NETWORK staff in the performance of their daily tasks. The NETWORK's library collection is comprised of three major components. These are: a periodical collection, a book collection and card catalog, and a vertical file. Each of the components, discussed below, is intended to provide information and reference tools for the NETWORK staff.

Periodical Collection. This component of the library collection includes various journals and newsletters dealing with information topics of high interest to the NETWORK's primary and secondary user groups. The periodicals relate to such topics as educational research and technology, vocational education, military educational issues, and supplemental
information such as the newsletter of an online information service
titled Bibliographic Retrieval Services (BRS). These periodicals provide
current information necessary for the NETWORK staff to keep abreast of
educational innovations as well as the latest research findings to provide
the best background information for the Inquiry Response and Referral
Services. In addition, these journals can be used for original document
retrieval for isolated installations which have no access to local
libraries. Finally, this component of the NETWORK's library houses copies
of the back issues of the NETWORK's publications which are used for
reference and disseminated to users upon request. Materials included in
this component of the library are arranged chronologically and shelved
alphabetically. This allows for immediate retrieval of information by
NETWORK staff.

Book Collection and Card Catalog. This component of the library contains
two types of resource tools. These include books that are considered
either a reference (FR) or bibliographic (BL) resource. Each book
contained in the collection is listed in a Card Catalog for retrieval by
project staff.

The reference portion of this collection is used to answer uncomplicated
information requests or to aid in the daily tasks of the NETWORK staff.
Examples include: dictionaries, thesauri, Government Printing Office Style
Manual, United States Government Manual, and various directories. These
reference tools are distinguished by a code beginning with the letters "RF"
followed by five sequentially numbered digits. Also included in this
reference collection area are uncataloged books such as telephone
directories and reference manuals which are used internally.
The bibliographical portion of the book collection contains those books on various educational topics of special interest to the NETWORK's user audience. The subjects of these books include: computer assisted instruction, adult education, and educational research. Each of the books in this collection has a code beginning with the letters "BL" followed by five digits which are sequentially numbered. These books are also referenced in the Bibliographic File of the NETWORK's database so that a customized computer search will indicate the books in the NETWORK's collection dealing with the topic in question. In special cases, these books may be loaned to users and to BSRC project staff.

As indicated above, the materials contained in the book collection are assigned a locator tag or code and then listed in a Card Catalog. The Card Catalog allows each book to be located by author, title, or subject. When a book is acquired, a Card Catalog slip is prepared listing the author, title, and subject as well as special NETWORK library code, publisher, publication date, International Book Serial Number (ISBN), and cost, if known. Copies of the completed slip are then filed alphabetically by author, title, and subject providing a cross-reference for all books contained in the collection. Figure 5 exhibits an example of a completed catalog slip used by the NETWORK staff.

Vertical File. This component of the NETWORK's library consists of several filing cabinet drawers containing ephemeral pieces of information. These materials are divided by subject and filed in alphabetical order.
**Figure 5**

Card Catalog Slip

<table>
<thead>
<tr>
<th>CLASS NO.</th>
<th>AUTHOR</th>
<th>COMPUTER-MANAGED-INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC. NO.</td>
<td>TITLE</td>
<td>Federal Interagency Group for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer-Based Training</td>
</tr>
<tr>
<td>BLO0053</td>
<td>PLACE</td>
<td>Arlington, VA: IRS</td>
</tr>
<tr>
<td>LIST PRICE</td>
<td>PUBLISHER</td>
<td>1983 (draft)</td>
</tr>
<tr>
<td>free</td>
<td>VOLS.</td>
<td></td>
</tr>
<tr>
<td>DEALER</td>
<td>SERIES</td>
<td></td>
</tr>
<tr>
<td>NO. OF COPIES</td>
<td>RECOMMENDED BY</td>
<td></td>
</tr>
<tr>
<td>ORDER NO.</td>
<td>FUND CHARGED</td>
<td>DATE RECEIVED</td>
</tr>
<tr>
<td></td>
<td>DATE ORDERED</td>
<td>COST</td>
</tr>
</tbody>
</table>
Included are pertinent materials in the form of pamphlets, booklets, or brochures all of which will eventually become dated. These materials address a wide range of topics which include: workshops and conference dates and descriptions, new publication listings, vendor catalogs for various educational materials, information on software and hardware for computer-based instruction, and facts on resource materials for adult education.
III. INQUIRY RESPONSE AND REFERRAL SERVICES

The design plan for the operation of the Military Educators Resource NETWORK specifies the provision of several user information services. Two interrelated services offered by the NETWORK, the Inquiry Response Service and the Referral Service, are discussed in this section of the report. As the name implies, these services are designed to help the NETWORK's user groups answer questions that may arise in the course of their daily professional activities. For example, military educators/practitioners, as the primary user group of the NETWORK, are able to locate information about techniques or procedures for educational improvement. The NETWORK's secondary user group, researchers and administrators within the Department of the Army, use these services to obtain state-of-the-art and/or comprehensive information on a variety of topics to supplement their research, or to determine programs and practices being offered at installations as well as the means to contact the persons in charge for additional information.

Purpose

The Inquiry Response Service is designed to operate as a reference service assisting users in the identification and location of information. Using the NETWORK's database and library collection as well as related information sources, information is located and transmitted to users based on predetermined subject areas and descriptors. The Referral Service is intended to provide the user with a referral to an individual or organization that would most likely be able to respond to the user's request or provide additional detailed information.
The operational design for the Inquiry Response and Referral Services is influenced by two factors. First, access to services and communication links between the NETWORK and various military educators must be judged to be approximately equal. However, differences in communication style are recognized among individual installations and are apparent based on their geographical location (i.e., overseas or CONUS). Each installation has a different style of communicating with organizations which are outside the Army chain-of-command, such as the NETWORK. Many installations are very restrictive in both style and type of communication permitted outside this chain-of-command. In such installations, education personnel cannot communicate directly with outside organizations and are requested to direct communications through an ESO or their administrative officer to the Major Command(s) (MACOM) responsible for the installation. Communications are usually most restrictive when an error in judgement could effect the mission of the installation.

The second influencing factor guides the development of the NETWORK's computerized database. The subject areas addressed by the information citations contained in the database are identified on the basis of the topics of information requests received from the NETWORK's users. In this manner, the development of the database is generative in nature. The degree to which a greater number of military educators use the Inquiry Response and Referral Services, the greater the representativeness of the NETWORK's database. Limitations of access to the NETWORK's services or varying proportions of use of the services by particular installations or MACOMs raises concerns about the representativeness of the database. Both issues have been addressed through the data collected via the needs assessment and in the consideration of the types of services offered by the NETWORK.
These services also allow the NETWORK to function as a link between education centers and educational activities, both in military and non-military settings. As such the NETWORK is able to disseminate information that has been prompted by questions, thereby keeping education personnel well informed. As a depository of information inquiries, the nature of the questions received help the NETWORK determine what information is most important to retain for future dissemination. Additionally, potential problems can be identified by recognizing recurring questions and areas where help is consistently sought.

Together, these services are designed to provide information that is "reactive" to inquiries received from the NETWORK's target user population. A variety of strategies have been employed by the NETWORK staff to accurately record and respond to information requests. The operational procedures established for the processing of questions, the preparation of responses and the transmission of responses are delineated in the following sections.

**Processing of Questions**

Inquiries are received by telephone, by mail, and in person. A variety of strategies are utilized to locate information necessary to provide a proper response. The inquiry response process may involve searching the NETWORK's database files, searching commercially available databases, perusing the collection of materials contained in the NETWORK's library, sending one or more of the NETWORK's publications, or referring the inquirer to an appropriate point-of-contact.
An Information Request Form was designed to assist users in articulating their information needs. Users can complete and submit the form by mail or can refer to the form when telephoning the NETWORK with a request. The Request Form is also used by the NETWORK staff when recording inquiries received by telephone. The form, exhibited in Figure 6, serves as a guide to identify the data needed by the NETWORK's Information Specialist to provide the best possible response. The request form aids users in identifying the following items:

- Key concepts related to their information needs,
- How the information will be used,
- Type of information the user is interested in, and
- Required response format.

The reverse side of the Information Request Form is used to document the action that was taken in the preparation of a response to the user's information request. The completed forms are filed in alphabetical order by the requestor's last name and retained in case any follow-up on the same request is necessary. The completed forms are also used in-house to provide information for subsequent similar questions and used to compile evaluation statistics regarding the NETWORK's activities and use of services. Finally, the requestor's name and address information is used to generate and update the mailing list maintained by the NETWORK.

Log In. Regardless of how questions are initiated, the request is recorded in the Information Request Log. The Request Log, exhibited in Figure 7, maintains the following information:

- Who recorded the request,
- Total number of questions received to date,
Figure 6

MILITARY EDUCATORS RESOURCE NETWORK INFORMATION REQUEST FORM

Directions. Please provide the information outlined below in order that our response to your request may be as thorough as possible. Please complete one form for each topic.

Name
Position
Address
Phone

I. Requestor Profile. Are you a:

☐ Educator/Practitioner
☐ Researcher
☐ Administrator/Policymaker
☐ Other (describe)

How did you learn about The NETWORK?

How many times have you used our services? ☐ first time ☐ 2-5 times ☐ 6 or more

II. In the space below, describe your request in narrative form.

III. Describe the subject of your request in 3 or 4 precise terms (e.g., reading skills, computer assisted instruction, adult literacy, etc.).

IV. Are you interested in:

☐ Locating large quantities of references on this topic? (How many? _____)
☐ Finding a few of the most current references?
☐ Finding a few of the "best" items?
☐ Being added to mailing list?

V. What forms of information interest you?

☐ Citations and abstracts of research papers and journal articles, covering the years from _____ to _____.
☐ Current research project summaries.
☐ Education program descriptions.
☐ Referral to other sources of information (persons to contact).

VI. Please describe how you plan to use the information we provide, and provide us with any other information that may help us understand your request.
Figure 6 (Continued)
Information Request Form

<table>
<thead>
<tr>
<th>Request No.</th>
<th>Phone</th>
<th>Date Received</th>
<th>Written</th>
<th>Date Responded</th>
<th>Other</th>
</tr>
</thead>
</table>

**STAFF USE ONLY**

**ACTION TAKEN:**
- [ ] Telephone Response
- [ ] Written Response (attach copy)
- [ ] Database Searched
- [ ] Referrals to:
  - 
  - 
  -
- [ ] Memo or Letter (attach copy)
- [ ] Copy from MERN Collection
- [ ] Other

**COMMENTS:**

**SEARCH STRATEGY**
<table>
<thead>
<tr>
<th>Rev'd by</th>
<th>Inq. by</th>
<th>Date</th>
<th>Requestor name address &amp; phone</th>
<th>Request</th>
<th>Contacted by:</th>
<th>Date followed up</th>
<th>Materials sent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
o Date the inquiry was received,

o Requestor's name and address,

o Nature of the request,

o Method of contact,

o Date followed up, and

o Type of Information provided.

The log furnishes a simple way to monitor information requests. In addition, the Request Log enables the NETWORK staff to maintain basic statistical data about the Inquiry Response and Referral Services. The statistical summaries that can be generated from the form include:

- Number of information requests processed,

- User's position and military service affiliation,

- Mode of contact,

- Type of request and response format, and

- Response turnaround time.

**Response Processing**

Based on the information obtained from the user and recorded on the Information Request Form, a determination is made on the appropriate method to be used to best answer the inquiry. As noted previously, there are several strategies from which to choose. One of the most useful resources offered by the NETWORK is the availability of various computerized databases. These resources and others utilized in the preparation of information responses are discussed below.
Military Educators Resource NETWORK Database. The NETWORK's computerized database has been described in detail in the previous section of this report. This specialized in-house database is comprised of two distinct files: a Bibliographic File and a Human Resources Directory File. If determined that the requestor can benefit from information contained in journal articles and/or research papers, the Bibliographic File will be searched. This portion of the database contains a collection of citations of the most current or comprehensive articles and papers from the Educational Resources Information Center (ERIC) and National Technical Information Service (NTIS) databases dealing with topics of most interest to military educators. This file provides citations which are specially formatted (see Figures 1 and 2) to give users a quick and easy way to read a synopsis of what information exists on their subjects.

The citation also provides a guide to locating the original document through a library. For those users who have limited access to a local library, a cover letter is included with the search results giving detailed instructions on alternate document retrieval. In addition, the NETWORK is always available to facilitate the acquisition of original documents if no other method exists.

A search of the Bibliographic File is begun by checking the key words used by the inquirer to describe his or her information need. The NETWORK Thesaurus is then checked to see which descriptive words most closely describe the subject. By checking for materials which contain these key words via a computer terminal, pertinent citations can be located, printed out and sent to the user. To make the search more complete, words other than those in the NETWORK Thesaurus can be used in a free text search of the abstract portion of the citation to locate additional information.
If a requestor can benefit from information about ongoing education programs or research efforts, the Human Resources Directory File will be searched. This portion of the NETWORK's database serves several important functions. First, it provides a link to education personnel and programs in operation at various education centers. Abstracted in this database file are responses to a questionnaire sent to all Army Continuing Education Centers (ACES). Each abstract contains information such as: type of computer equipment available at the installation; types of educational programs that have been developed; MOS training provided; and any BSEP, ASEP, and ESL programs offered on or off base and their frequency. This information including the name of the installation's ESO or other persons to contact as well as the complete address of the installation can be printed out and sent to the requestor on specially formatted citations (see Figures 3 and 4) similar to those of the Bibliographic File.

Second, the Human Resources Directory provides referrals to points-of-contact specializing in a variety of areas of particular interest to military educators. Examples include information on where to send for military-related publications, a listing of installations providing courses on military procedures, the names of companies which provide various evaluation services, and other miscellaneous references. The information included in the Human Resources Directory File is identified primarily through research for answers to inquiries and is continually augmented as pertinent references are found.

Third, this file contains descriptive information about on-going military research projects. In addition to a description of the research study, points-of-contact are specified. Having access to this portion of the
NETWORK's database allows military educators to become cognizant of the areas in which research is being conducted. In some cases, this file has been the only source of information available on a particular subject.

In addition to the two in-house database files, a search can involve a number of commercially available databases depending upon the scope of the question. Searching techniques are similar to those used for the NETWORK's database. Using a computer terminal, such as a Texas Instrument Silent 700, a subject not covered in-house can be searched and a print out of the results can be produced. If appropriate, the citations retrieved from these searches will be formatted and included in the NETWORK's database. Thus, only pertinent topics generated from actual military educators' inquiries are selected for inclusion in the NETWORK's database.

In some cases, answers can be found by checking the NETWORK's library collection which contains a vertical file, periodical collection, and book collection. The vertical file contains ephemeral pieces of information of interest to educators such as vendor brochures pertaining to computer software and hardware, educational publications and testing materials. In addition, the vertical file contains information on conferences, newsletters and listings of other library collections. The NETWORK staff continually update this file to keep military educators more informed and to provide support for the NETWORK's Current Awareness Service.

The periodical collection is comprised of various educational journals of interest to the NETWORK's target population. These periodicals serve the dual purpose of keeping the NETWORK staff informed of educational developments which can be shared with NETWORK users as well as being a reference tool for responses to inquiries.
Finally, the library contains a collection of books on numerous educational
topics which are useful for inquiries and general reference purposes.
These books are also cited in the Bibliographic File so that a search will
indicate the books in the library that address the topic in question. On
rare occasions, books may be loaned to users in response to an Inquiry.

In the event that a question involves the need for information not
available in the NETWORK's library collection, a trip to an appropriate
library is made. This action may be one of several steps taken to provide
a proper response. The types of requests which prompt this action include
the need for information obtained by reviewing large software directories,
locating independent study sources for military personnel trying to
complete degrees, and other miscellaneous requests involving reference
material not contained in the NETWORK's library.

Some of the users contacting the NETWORK request information about the
NETWORK's services and/or request specific copies of the NETWORK's
publications. In this event, previous NETWORK publications are sent to the
requestor which more fully explain the NETWORK's purpose and provide
examples of the type of information available through the NETWORK.
Additionally, the name and address of the inquirer is included in the
mailing list.

All the preceding methods of processing information requests can be used
independently or in combination depending upon how the user can best be
served. The methods employed are selected by the NETWORK's Information
Specialist based primarily on the type of information requested. The final
step in the response procedure is to determine the most appropriate method of contacting the requestor with the response. If the question can be answered simply, a telephone call is made both to expedite supplying the information to the user as well as to efficiently use the time of the Information Specialist. In many cases, however, the only way to respond to an inquiry is by mail, including a personal letter providing the necessary information and/or sending relevant materials.

Log Out. After a request has been properly responded to, the Information Specialist notes the completion of a request by indicating on the Information Request Log the date the information was provided or sent, the method of response, and materials provided. This completed log serves as a reference tool for evaluation purposes, providing pertinent information about requests received in an easy-to-read, accessible format. The name of the requestor is then checked against the NETWORK's mailing list, and, if necessary, added to the list. Finally, copies of any correspondence and materials sent are stapled together with the Information Request Form and the request is filed under the requestor's last name.
IV. PUBLICATION DEVELOPMENT AND DISSEMINATION SERVICE

A major consideration in the identification of services to be offered by the NETWORK was the need to provide a mechanism that allowed for the proactive dissemination of information and also served to stimulate user requests. This concern was clearly identified in the synthesis of the needs assessment data and was fully addressed in the operational design plan through the provision of the Publication Development and Dissemination Service. The objectives established for this service were: (a) to promote the NETWORK services and (b) to disseminate important new information in the area of adult and continuing education.

Four types of publications are provided through this service. These include: a brochure, a rolodex card, a newsletter, and fact sheets. The operational design associated with each of these publications is described in this section of the report. In addition, copies of all major publications developed by the NETWORK staff are included in the appendices.

Brochure and Rolodex Card

A descriptive brochure was developed by the NETWORK staff in order to (a) identify for the user population, the purpose and objectives established for the NETWORK, (b) publicize and explain the services offered by the NETWORK, and (c) inform users how to effectively contact and use the NETWORK. A copy of the brochure, developed by the NETWORK staff, is exhibited in Appendix E. Specifically, the brochure was designed to provide the following information:
- A description of the mission of the NETWORK,
- Identification of the NETWORK's target population,
- Description of the NETWORK's services and information products, and
- Procedures for accessing the NETWORK.

Copies of the brochure were printed and disseminated to all Army Continuing Education Centers. In addition, throughout the operational period of the NETWORK, copies of the brochure have been provided to users in response to requests for additional information about the NETWORK, distributed to conference participants where the NETWORK staff participated as a resource center, and disseminated with general correspondence as well as through related promotional activities.

An additional promotional tool, disseminated in conjunction with the brochure, is a rolodex card. The card resembles a business card that contains the NETWORK's logo, name, address and telephone number. The printed card, exhibited in Figure 8, has small slots punched in the bottom to allow the card to be used in a standard-sized rolodex file.

Newsletter

Under the direction of the NETWORK's Publication Manager, a quarterly newsletter entitled the NETWORK Circuit has been developed. The purpose of the newsletter is to provide a variety of new information to the NETWORK's target population that would assist them in the conduct of their daily professional activities. The newsletter serves as a tool for regularly communicating information about educational resources, research and other news to military educators.
Figure 8
NETWORK Rolodex Card

1555 Wilson Boulevard
Suite 508
Rosslyn, Virginia 22209
703/522-0667
The general design of the newsletter includes feature articles about current educational programs, (e.g., news about the educational reform movement, and the veteran's educational assistance programs); a Research Corner containing articles about ongoing research activities sponsored by the military (e.g., news about computerized guidance systems and the development of learning strategies educational materials); a Resources Column highlighting new and existing resources on special topics that represent recurring requests posed to the NETWORK; and informative news about the NETWORK's services. Other news items considered for inclusion in the newsletter include:

- Reviews of educational books,
- Descriptions of model military educational programs,
- A questions and answer column where users submit problems they have encountered and where innovative solutions are provided, and
- A reader's exchange corner where educators having common education interests can trade information.

Throughout the pilot operational period of the NETWORK, four newsletters have been developed. Copies of the newsletters are exhibited in Appendix F in order to provide examples of the articles and information contained in the newsletters as well as to illustrate the graphical designs utilized in this publication.

A working draft of each issue is first prepared and submitted for technical review and approval. Once approval is received, the newsletter is typeset and a graphic layout is completed in preparation for printing. Copies of the newsletter are then printed on quality bond paper and disseminated to all individuals listed on the NETWORK's mailing list. Additional copies are maintained by the NETWORK to use in response to requests for copies of
the newsletter or used to respond to information requests related to the subject(s) addressed in this publication.

**Fact Sheets**

This NETWORK publication is designed to provide a synopsis of the most important aspects of a particular topic. This format is believed to be extremely well-suited to military educators because of its concise style and the resource information included with the synopsis. This publication has been simply entitled the *NETWORK Fact Sheet*.

Three fact sheets were prepared over the operational phase of the NETWORK. Copies of each issue are exhibited in Appendix G to demonstrate the graphic format of the fact sheets and to highlight the type of information provided through this publication. The topics of the three fact sheets developed under the direction of the NETWORK's Publication Manager included: "Computer Literacy and the Army Educator," "The NETWORK Inquiry Response Service," and "Evaluating Instructional Software." Topics for the fact sheets are selected by the NETWORK staff based on the subject areas of recurring information requests.

Each issue is designed to contain a brief information summary or abstract as well as a list of resources that can be consulted for additional information on the topic. A working draft is prepared and submitted for technical review and approval. Once approval is received, the fact sheet is typeset and a graphic layout is completed in preparation for printing. An appropriate number of copies is printed to allow copies to be distributed to all individuals listed on the NETWORK's mailing list and to use to respond to information requests.
V. CURRENT AWARENESS SERVICE

The Current Awareness Service offered by the Military Educators Resource NETWORK has been designed to distribute, on a regular basis, information about new resources or advances in the adult basic skills and continuing education field. This service is also intended to provide a link between the NETWORK's Inquiry Response and Referral Services and the Publication Development and Dissemination Service. As previously discussed, the former set of services transmits information in response to questions or requests received from users, while the publication service responds to the predicted information needs of the NETWORK's target population. Thus, through the publication service, information is synthesized and distributed in a "proactive" manner rather than "reactive" to a specific information request.

Two current awareness activities undertaken by the NETWORK staff serve to provide the functional links between the NETWORK's other services. These activities are: the development and distribution of the NETWORK Vanguard; and the offering of the NETWORK Profiles Service. Together these activities keep the NETWORK's user population abreast of current information in the education field as it relates to military education programs. The operational procedures related to each activity are discussed in detail in this section of the report. In addition, copies of related publications are provided in the appendices.
Interview and questionnaire data obtained through the conduct of the needs assessment indicated that military educators desired to be kept abreast of current information in their professional field. In order to address this particular need, the NETWORK staff believed that information related to current articles published in professional journals would serve to highlight and bring to the attention of military educators new resources and findings in the adult education field. Thus, the NETWORK Vanguard publication was planned.

This publication contains photocopies of the tables-of-contents of key journals in the education field that are considered to be of special interest to military educators. In addition, each issue contains instructions on how to obtain copies of the listed articles through the educator's post library or by requesting reprints from the journal or author.

A cadre of professional journals are continually reviewed by project staff in order to select the most appropriate tables-of-contents to be published in the NETWORK Vanguard. The journals that are reviewed and/or maintained by the NETWORK are listed in each issue of the NETWORK Vanguard which is disseminated quarterly. A camera-ready version is prepared by the NETWORK's Publication Manager and submitted for off-set printing. An appropriate number of copies is produced in order to conduct a complete mailing to all individuals listed on the NETWORK's mailing list and to maintain additional copies for use in response to requests. Four issues of the NETWORK Vanguard have been developed under the direction of the NETWORK's Publication Manager. Copies of each issue are exhibited in Appendix H.
NETWORK Profiles Service

The second current awareness activity entails the development and pilot testing of the NETWORK Profiles Service. This activity provides a select set of Army educators with the most recent information related to the individual educator's pre-stated information interests. This customized service involves creating a profile and matching the profile on a periodic basis against new citations contained in the NETWORK's computerized database. Thus, educators periodically receive information about current research efforts, publications, and/or other resources that match their pre-stated profile.

The specific type of information received is determined by the topics the participants indicate are of special interest to them. The topics are identified by asking the participant to complete a one-page checklist. The NETWORK Profiles Checklist, exhibited in Figure 9, contains a list of educational topics from which the participant is to select four topics of professional interest to them. The completed profiles are then used to identify citations in the NETWORK's database that match the educator's profile. Once the citations are identified, a computer printout is prepared and sent to the individual. A specialized printout is prepared periodically as the database is updated.

This current awareness service automatically provides participants with current information that can be utilized by the individual in the undertaking of his or her professional activities. Preparation of responses and the dissemination of information are not based on the receipt
NETWORK PROFILE CHECKLIST

I. From the list provided below, please select four (4) topics or subject areas that are of primary interest to you and that would be beneficial to you in the operation of the educational programs offered at your installation.

**Education**
- Audiovisual courseware evaluations
- Audiovisual equipment evaluations
- Basic skills curricula, instructional materials and tests
- Computer-assisted instruction
- Curriculum development
- Curriculum evaluations
- Educational achievement levels
- Educational research
- Functional basic skills, including job-related training, occupational planning, functional literacy and evaluation techniques
- Individualized instruction
- Instruction design
- Literacy standards
- Psychology of learning
- Quality assurance for adult programs
- Self-paced instructional programs

**Specific skills:**
- Computation
- ESL
- Listening
- Reading
- Writing
- Psychomotor
- Daily life coping

**Teacher evaluation**
- Teaching methods
- Tests and measurements
- Tuition rates
- OTHER (specify):

**Counseling**
- Career maturity
- Career planning and guidance
- Civilian labor force market data
- Computer-based guidance systems
- Counseling methods
- Cross-cultural counseling
- Information of colleges, vocational schools and other educational institutions
- OTHER (specify):

**Management**
- Contracting requirements
- Economic analysis: cost-benefit analysis; effectiveness analysis
- General management skills
- Marketing educational programs
- Needs assessment techniques
- Program and curriculum evaluation techniques
- Research methods
- OTHER (specify):

**Government/Military Information**
- Demographic data
- Directives and regulatory information
- Federal budget appropriations
- Research and programs in other Army installations
- Research and programs in other branches of the military
- State educational agencies policies; educational requirements; legal issues
- OTHER (specify):

**Computer Systems**
- Computer equipment evaluations
- Computer systems compatibility
- Computer systems evaluation
- Software evaluations
- OTHER (specify):

II. What types of information best suit your needs? (Check all that apply)

- Bibliographies with abstracts
- Newsletters
- Research summaries
- Referrals
- Notices of conferences, workshops, and meetings
- Other (specify):

III. Please provide the information requested below:

NAME: __________________________

TITLE: __________________________

MAILING ADDRESS: __________________________

TELEPHONE NUMBER: __________________________
of a request, but rather the response is "proactive" and designed to keep the individual abreast with current developments in the field.

This service was initiated as a pilot effort during the initial operational phase of the NETWORK. A sample of approximately twenty overseas education personnel were asked to participate in this effort because it was believed that overseas military educators are generally more isolated than CONUS personnel. Their involvement in the pilot test did not preclude their use of the other NETWORK services.
VI. SUMMARY

The Military Educators Resource NETWORK has been in operation since March 1982. During this phase of operation, the NETWORK staff have been able to pilot test the information services offered by the NETWORK. These include: the Inquiry Response and Referral Services, the Publication Development and Dissemination Service, and the Current Awareness Service. This report documents the operational procedures associated with each of the services. This descriptive information is intended to facilitate the continued operation of the NETWORK following the completion of the pilot test.

The foundation of the NETWORK's information services is a collection of materials that relate to adult basic skills and continuing education issues and that represent the information needs of the NETWORK's user groups. The collection of materials is maintained by the NETWORK's computerized database and library collection. The computerized database contains two components: a Bibliographic File and a Human Resources Directory File. File specifications and print formats associated with each file are highlighted. The function of the three components of the NETWORK library, that is, the periodical collection, book collection and card catalog, and a vertical file, are described. Related procedures and operational forms are specified for each component. The report discusses the purpose and function of each of the NETWORK's information services. In addition, the links between the NETWORK's services and database/library collection are iterated. The Inquiry Response and Referral Services provide a mechanism for the dissemination of information that meets the expressed needs of users. Request processing and response preparation procedures are identified and specific examples of processing forms and request logs are provided.
In order to provide a vehicle for the proactive dissemination of information that would assist the NETWORK's target user groups in their daily professional activities as well as encourage users to utilize the NETWORK's services, a Publication Development and Dissemination Service is offered. This service includes the preparation and distribution of a brochure and rolodex card, a newsletter and fact sheets. Organizational design considerations for each publication are provided. In addition, copies of the quarterly newsletter, the NETWORK Circuit, and the NETWORK Fact Sheet are exhibited to illustrate the graphic design and information content of these publications.

Finally, two activities offered through the Current Awareness Service designed to provide functional links between the NETWORK's other services are described in detail. These activities include: (a) the development and distribution of the NETWORK Vanguard, a publication that provides proactive information about current professional journal articles, and (b) the "NETWORK Profiles Service" which provides customized information to military educators. Both activities provide, on a regular basis, proactive information about new resources or advances in education. The report highlights the operational procedures associated with these activities and exhibits related publications.

As noted, this report provides a full description of the NETWORK's operational procedures. The documentation provided through this report serves to enhance the continued operation of the NETWORK following the completion of the pilot test of the NETWORK's operational design. Specific evaluative information gathered during this operational phase will be synthesized and summarized in the final report of the BSRC information component currently in preparation by project staff.
REFERENCES


APPENDIX A

NETWORK Bibliographic
File Specifications
APPENDIX A

Military Educators Resource NETWORK
Bibliographic File Specifications

Record Code:

<table>
<thead>
<tr>
<th>*FS</th>
<th>*FL</th>
<th>Description</th>
<th>Tag Name</th>
<th>Field Length</th>
<th>*Mode</th>
<th>*SL</th>
<th>*DE</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>**1</td>
<td>AN</td>
<td>ACCESSION NUMBER</td>
<td>090</td>
<td>7</td>
<td>T/I</td>
<td>7</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>2</td>
<td>AU</td>
<td>PERSONAL AUTHOR</td>
<td>100</td>
<td>0-150</td>
<td>T</td>
<td>25</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>3</td>
<td>CA</td>
<td>CORPORATE AUTHOR</td>
<td>110</td>
<td>0-150</td>
<td>T</td>
<td>50</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>MA</td>
<td>CONFERENCE AUTHOR</td>
<td>111</td>
<td>0-300</td>
<td>T</td>
<td>50</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>**5</td>
<td>TI</td>
<td>TITLE</td>
<td>245</td>
<td>1-150</td>
<td>T</td>
<td>25</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>**6</td>
<td>TP</td>
<td>PUBLICATION TYPE</td>
<td>245</td>
<td>1-20</td>
<td>I</td>
<td>10</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>7</td>
<td>SE</td>
<td>SERIES STATEMENT</td>
<td>490</td>
<td>0-75</td>
<td>T</td>
<td>25</td>
<td>;</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>DA</td>
<td>PUBLICATION DATE</td>
<td>260</td>
<td>0-6</td>
<td>I</td>
<td>6</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>9</td>
<td>PU</td>
<td>PUBLISHER</td>
<td>260</td>
<td>0-75</td>
<td>T</td>
<td>-</td>
<td>;</td>
<td>-</td>
</tr>
<tr>
<td>**10</td>
<td>LA</td>
<td>LANGUAGE</td>
<td>041</td>
<td>3-30</td>
<td>T</td>
<td>30</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>**11</td>
<td>PD</td>
<td>PHYSICAL DESCRIPTION</td>
<td>300</td>
<td>1-300</td>
<td>I/T</td>
<td>-</td>
<td>;</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>AV</td>
<td>AVAILABILITY</td>
<td>265</td>
<td>0-300</td>
<td>T/I</td>
<td>-</td>
<td>;</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>PR</td>
<td>PRICE AND ORDER NO(s)</td>
<td>020</td>
<td>0-60</td>
<td>I/T</td>
<td>-</td>
<td>;</td>
<td>-</td>
</tr>
<tr>
<td>**14</td>
<td>GV</td>
<td>GOVERNMENT STATUS</td>
<td>086</td>
<td>1-10</td>
<td>T</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>GN</td>
<td>GOVERNMENT DOC. NO.</td>
<td>086</td>
<td>0-20</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>AE</td>
<td>PERSONAL ADDED ENTRY</td>
<td>700</td>
<td>0-150</td>
<td>T/I</td>
<td>25</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>17</td>
<td>CE</td>
<td>CORPORATE ADDED ENTRY</td>
<td>710</td>
<td>0-200</td>
<td>T</td>
<td>50</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>18</td>
<td>ME</td>
<td>CONFERENCE ADDED ENTRY</td>
<td>711</td>
<td>0-300</td>
<td>T/I</td>
<td>50</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>19</td>
<td>NT</td>
<td>NOTE</td>
<td>500</td>
<td>0-500</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>**20</td>
<td>AB</td>
<td>ABSTRACT</td>
<td>520</td>
<td>1-1600</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>**21</td>
<td>DE</td>
<td>DESCRIPTORS</td>
<td>690</td>
<td>1-500</td>
<td>T/I</td>
<td>500</td>
<td>;</td>
<td>Y</td>
</tr>
</tbody>
</table>

*FS = Field Sequence; *FL = Field Label; *Mode (T = Text, I = Integer);
*SL = Sort Length; *DE = Delimiter; **Mandatory Field
### Record Code:

<table>
<thead>
<tr>
<th>*FS</th>
<th>*FL</th>
<th>Description</th>
<th>Field Length</th>
<th>*Mode</th>
<th>*SL</th>
<th>*DE</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>ID</td>
<td>IDENTIFIERS</td>
<td>0-300</td>
<td>T/I</td>
<td>300</td>
<td>;</td>
<td>Y</td>
</tr>
<tr>
<td>23</td>
<td>DB</td>
<td>DATABASE</td>
<td>3-3</td>
<td>T</td>
<td>-</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>24</td>
<td>EN</td>
<td>DATE ENTERED</td>
<td>6-6</td>
<td>I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**FS = Field Sequence; *FL = Field Label; *Mode (T = Text, I = Integer)**

*SL = Length; *DE = Delimiter; **Mandatory Field

A-4
APPENDIX B

Bibliographic File Work Form
### Bibliographic File Work Form

<table>
<thead>
<tr>
<th>TAG NAME</th>
<th>CODE</th>
<th>TAG IN.</th>
<th>SUBFIELDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESSION NO:</strong></td>
<td>AN</td>
<td>090</td>
<td>$a</td>
</tr>
<tr>
<td><strong>AUTHOR:</strong> (surname, first name; title.)</td>
<td>AU</td>
<td>100 1 0</td>
<td>$a $c</td>
</tr>
<tr>
<td><strong>CORPORATE AUTHOR:</strong> (name; subordinate unit/s.)</td>
<td>CA</td>
<td>110 2 0</td>
<td>$a $b</td>
</tr>
<tr>
<td><strong>CONFERENCE AUTHOR:</strong> (name; place; date; subordinate unit/s; miscellaneous info.)</td>
<td>MA</td>
<td>111 2 0</td>
<td>$a $q $d $e $g</td>
</tr>
<tr>
<td><strong>TITLE:</strong> title proper:</td>
<td>TI</td>
<td>245 1</td>
<td>$a $b</td>
</tr>
<tr>
<td><strong>PUBLICATION TYPE</strong></td>
<td>TP</td>
<td>245 0 6</td>
<td>$h</td>
</tr>
<tr>
<td><strong>SERIES:</strong> (series statement; volume or number/ISSN.)</td>
<td>SE</td>
<td>490 1 6</td>
<td>$a $v $x</td>
</tr>
<tr>
<td><strong>PUBLICATION DATE:</strong> (YYMMDD)</td>
<td>DA</td>
<td>260 6</td>
<td>$c</td>
</tr>
<tr>
<td><strong>PUBLISHER:</strong> (place; publisher.)</td>
<td>PU</td>
<td>260 0</td>
<td>$a $b</td>
</tr>
<tr>
<td><strong>LANGUAGE/S:</strong></td>
<td>LA</td>
<td>041 0</td>
<td>$a</td>
</tr>
<tr>
<td><strong>PHYSICAL DESCRIPTION:</strong> (pages; illustration, etc.; dimensions; related material.)</td>
<td>PD</td>
<td>300 0 6</td>
<td>$a $b $c $e</td>
</tr>
<tr>
<td><strong>AVAILABILITY:</strong></td>
<td>AV</td>
<td>265 0</td>
<td>$a</td>
</tr>
<tr>
<td><strong>PRICE/ORDER NO:</strong> (price. ISBN, ERIC or NTIS order no.)</td>
<td>PR</td>
<td>020 6</td>
<td>$c $a</td>
</tr>
</tbody>
</table>

*Mandatory field B-3
<table>
<thead>
<tr>
<th>TAG NAME</th>
<th>CODE</th>
<th>TAG IN.</th>
<th>SUBFIELDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*GOVT STATUS:</td>
<td>GV</td>
<td>008</td>
<td>$a</td>
</tr>
<tr>
<td>GOVT DOC NO:</td>
<td>GN</td>
<td>086</td>
<td>$a</td>
</tr>
<tr>
<td>ADDED ENTRY: (personal name; title; how related to work.)</td>
<td>AE</td>
<td>700 1 0</td>
<td>$a $c $e</td>
</tr>
<tr>
<td>CORPORATE ADDED ENTRY: (name; subordinate unit/s; how related to work.)</td>
<td>CE</td>
<td>710 3 0</td>
<td>$a $b $e</td>
</tr>
<tr>
<td>CONFERENCE ADDED ENTRY: (name; place; date; subordinate unit/s; miscellaneous info.)</td>
<td>ME</td>
<td>711 2 0</td>
<td>$a $q $d $e $g</td>
</tr>
<tr>
<td>NOTE:</td>
<td>NT</td>
<td>500</td>
<td>$a</td>
</tr>
<tr>
<td>*ABSTRACT:</td>
<td>AB</td>
<td>520</td>
<td>$a</td>
</tr>
<tr>
<td>*DESCRIPTORS:</td>
<td>DE</td>
<td>690</td>
<td>$a</td>
</tr>
<tr>
<td>IDENTIFIERS:</td>
<td>ID</td>
<td>690</td>
<td>$a</td>
</tr>
<tr>
<td>*MERN DATABASE:</td>
<td>DB</td>
<td></td>
<td>BIB</td>
</tr>
<tr>
<td>*DATE ENTERED:</td>
<td>EN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE VERIFIED</td>
<td>VF</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mandatory field
APPENDIX C

NETWORK Human Resources
Directory File Specifications
## APPENDIX C

**NETWORK Human Resources Directory**

**File Specifications**

<table>
<thead>
<tr>
<th>*FS</th>
<th>*FL</th>
<th>DESCRIPTION</th>
<th>Field Length</th>
<th>*Mode</th>
<th>*SL</th>
<th>*DE</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>PC</td>
<td>Person in Charge</td>
<td>0 - 150</td>
<td>T/I</td>
<td>25</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>TI</td>
<td>Title</td>
<td>1 - 150</td>
<td>T/I</td>
<td>25</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>TP</td>
<td>Program Area</td>
<td>0 - 50</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>DA</td>
<td>Start/End Dates</td>
<td>0 - 13</td>
<td>I</td>
<td>6</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>PO</td>
<td>Performing Agency</td>
<td>0 - 200</td>
<td>T/I</td>
<td>50</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>LA</td>
<td>Language/s</td>
<td>0 - 30</td>
<td>T</td>
<td>30</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>RM</td>
<td>Related Materials</td>
<td>0 - 300</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>TA</td>
<td>Target Audience</td>
<td>0 - 300</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>PR</td>
<td>Appropriations</td>
<td>0 - 50</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>GV</td>
<td>Government Status</td>
<td>1 - 10</td>
<td>T</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>GN</td>
<td>Grant/Contract Number</td>
<td>0 - 100</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>CP</td>
<td>Contact Person/s</td>
<td>0 - 150</td>
<td>T/I</td>
<td>25</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>SP</td>
<td>Supporting Agency</td>
<td>0 - 200</td>
<td>T/I</td>
<td>50</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>NT</td>
<td>Note</td>
<td>0 - 500</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>AB</td>
<td>Abstract</td>
<td>1 - 1200</td>
<td>T/I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>DE</td>
<td>Descriptors</td>
<td>1 - 500</td>
<td>T/I</td>
<td>500</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>ID</td>
<td>Identifiers</td>
<td>0 - 300</td>
<td>T/I</td>
<td>300</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>DB</td>
<td>Database</td>
<td>3 - 3</td>
<td>T</td>
<td>-</td>
<td>-</td>
<td>Y</td>
</tr>
</tbody>
</table>

*FS = Field Sequence; *FL = Field Label; *Mode (T = Text, I = Integer); *SL = Sort Length; *DE = Delimeter; **Mandatory Field
APPENDIX C

NETWORK Human Resources Directory

File Specifications

<table>
<thead>
<tr>
<th>*FS</th>
<th>*FL</th>
<th>Description</th>
<th>Field Length</th>
<th>*Mode</th>
<th>*SL</th>
<th>*DE</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>**20</td>
<td>EN</td>
<td>Date Entered</td>
<td>6 6</td>
<td>I</td>
<td>6</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>21</td>
<td>VF</td>
<td>Date Verified</td>
<td>0 6</td>
<td>I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*FS = Field Sequence; *FL = Field Label; *Mode (T = Text, I = Integer); *SL = Sort Length; *DE = Delimeter; **Mandatory Field

C-4
APPENDIX D

Human Resources Directory File Work Form
<table>
<thead>
<tr>
<th>TAG NAME</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ACCESSION NO:</td>
<td>AN</td>
</tr>
<tr>
<td>PERSON IN CHARGE: (name; title; address; phone no.)</td>
<td>PC</td>
</tr>
<tr>
<td>TITLE: (main title; subtitle.)</td>
<td>TI</td>
</tr>
<tr>
<td>PROGRAM AREA:</td>
<td>TP</td>
</tr>
<tr>
<td>DATES: (starting; ending.)</td>
<td>DA</td>
</tr>
<tr>
<td>PERFORMING AGENCY: (name; address.)</td>
<td>PA</td>
</tr>
<tr>
<td>LANGUAGE/S:</td>
<td>LA</td>
</tr>
<tr>
<td>RELATED MATERIALS:</td>
<td>RM</td>
</tr>
<tr>
<td>TARGET AUDIENCE:</td>
<td>TA</td>
</tr>
<tr>
<td>APPROPRIATIONS:</td>
<td>PR</td>
</tr>
<tr>
<td>*GOVERNMENT STATUS:</td>
<td>GV</td>
</tr>
<tr>
<td>GRANT/CONTACT NO:</td>
<td>GN</td>
</tr>
<tr>
<td>CONTACT PERSON: (name; title; address; phone no.)</td>
<td>CP</td>
</tr>
<tr>
<td>SUPPORTING AGENCY: (name; subordinate unit/s; address.)</td>
<td>SP</td>
</tr>
</tbody>
</table>

*Mandatory fields
**Human Resources Directory File Work Form**

<table>
<thead>
<tr>
<th>TAG NAME</th>
<th>NOTE: (status of project/program; any automated databases of organization etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*ABSTRACT</th>
<th>(project/program description, areas of expertise, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*DESCRIPTORS:</th>
<th>DE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IDENTIFIERS:</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*MERN DATABASE:</th>
<th>DB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*DATE ENTERED:</th>
<th>EN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE VERIFIED:</th>
<th>VF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mandatory field*
APPENDIX E
NETWORK Brochure

WHAT IS THE MILITARY EDUCATORS RESOURCE NETWORK?
If you are an educator, researcher, or administrator within the Department of the Army, the Military Educators Resource Network—referred to as the NETWORK—is your access to information resources and services. The NETWORK enhances the Army’s educational programs by linking Military Educators throughout the world. The NETWORK’s services and products help Military Educators stay abreast of current and developing resources in adult basic skills education.

WHO DOES THE NETWORK SERVE?
The NETWORK’s resources are available, free of charge, to all personnel within the Department of the Army. Specifically, the NETWORK is intended to serve:
- Army Education Services Officers
- Education staff of major commands
- Military researchers
- Staff within the Education Directorate of The Army’s Adjutant General’s Office

WHAT ARE THE NETWORK’s SERVICES?

Computerized Database
The NETWORK’s computerized database contains the latest information in basic skills education and research as well as descriptions of various educational programs at Army installations. Citations and abstracts of the documents collected by the NETWORK are incorporated into a computerized database. This database is regularly updated to help you keep track of the rapidly expanding literature on adult basic skills education.

Included in the database are descriptions of:
- Basic skills curricula, instructional materials, and tests in the areas of listening, reading, writing, computation, and English as a Second Language (ESL).
- Instructional plans, in the areas of learning strategies and self-paced instructional programs.
- Computer-assisted instruction, computer literacy materials, and evaluations of equipment, software, and systems.

Inquiry Response Service
The NETWORK’s inquiry response service provides assistance to requests received by telephone and mail. Depending on the type of request, a response will be provided immediately or within three to five working days. The NETWORK’s staff will identify resources from the computerized database and other available resources to provide a rapid response to your questions. Database searches, customized to your specific needs, will produce an annotated listing of relevant documents.

Telephone requests may be made between 9:00 a.m. and 4:30 p.m. eastern time at 703/522-0667. For your convenience and the convenience of overseas users, a telephone message service provides twenty-four hour access to the NETWORK.

Document Referral Service
The NETWORK’s document referral service will advise you where to obtain information and assist you in locating documents useful in researching a particular area or topic.

POC Referral Service
To ensure the most complete response possible, the NETWORK will, in some cases, supplement the information services or sources by providing Points of Contact (POC) for military research and educational programs.

WHAT ARE THE NETWORK’s INFORMATION PRODUCTS?
The NETWORK produces two publications, free of charge, in order to enhance the awareness of current developments in adult basic skills education.

MERN Circuit, a quarterly newsletter, features articles on the latest developments in basic skills education, a question/response column, an information exchange network, and updates on the NETWORK’s services and resources.

MERN Factsheet, published intermittently, is a one-page discussion of a single key topic.
APPENDIX F

Copies of the NETWORK Circuit
The NETWORK: Under Construction

"Good afternoon. Thank you for calling the NETWORK. May I help you?" If you hear these words, you will have contacted the Military Educators Resource NETWORK. Staff of the NETWORK are anxious to help you find the information you need quickly and also to chat with you about the continued development and refinement of the services the NETWORK has to offer.

Over a year ago, staff from the Army Research Institute (ARI), The Adjutant General's Office (TAGO) and Inter America Research Associates combined forces to plan a service designed especially for Army education personnel. The long-term goal established by this group was to enhance the Army's educational programs by linking military educators throughout the world. As of March 1983, the NETWORK opened its doors, thereby providing a link for military educators to share information and resources among themselves.

The first stones of the NETWORK's foundation were laid through an extensive needs assessment. Over a three month period, education personnel from Major Commands, various Army education centers, ARI, and TAGO shared their educational concerns in personal interviews, telephone conversations, and lengthy questionnaires designed to gather information about both what they have and what they need to operate effective educational programs. These discussions helped to shape the preliminary scope and direction of the NETWORK services. These insights have been used to initiate the development of services and a computerized directory or database of information about resources relevant to adult basic skills educational research and program development. A more detailed description of these services and the database itself is provided in an accompanying article in this newsletter.

Needs assessment, however, is an ongoing process. As new issues are brought to light, the NETWORK will continue to evolve to respond to your needs. The quality of the NETWORK's responses depends upon your participation and input. The concept of the NETWORK as a means of sharing information about resources demands a close relationship between this information center and you, the users and participants. Obviously, many of you are in the best position, through your work, to provide information that will help others who are not in your situation. Many of you who are working with similar interests to your own are important to the NETWORK. The NETWORK is evolving to assist you much like a library reference service. Our interdependence makes it especially important that we get to know you, and that you get to know us.

The NETWORK staff have developed and distributed a brochure and an index card to explain the NETWORK's mission and services. If you haven't received them, let us know! If you are not yet on our mailing list or if your address label is wrong, complete and return the Mailing List Update Form provided in this newsletter.

The NETWORK's services are free, but there is one catch. Your suggestions and input are needed to develop further the NETWORK's services, and we encourage you to help us identify persons, materials, and resources which will enhance the operation of the Army's education programs. Write or call us — even if you are just curious.

Good afternoon. Thank you for calling the NETWORK. May we help you?

NETWORK Services Provided To Meet Your Information Needs

The Military Educators Resource NETWORK is evolving to assist educators address the problems they encounter in their efforts to provide effective educational programs. The NETWORK also aims to keep Army educational professionals informed of current research and significant developments in the field. To meet these objectives, the NETWORK provides an inquiry response service, a Points of Contact (POC) referral service, a current awareness service, and a publications service. Each of these services revolves around the development of a specialized directory or database of information for the Army educator. This specialized database includes literature citations and resources relevant to adult basic skills education. The database has been com-

How to Contact the NETWORK

NETWORK staff are able to provide assistance in response to your telephone or mail requests. Telephone requests may be made between 9:00 a.m. and 4:30 p.m. Monday through Friday eastern time at (703) 522-0667. For your convenience and the convenience of other users, a telephone message service provides twenty-four hour access to the NETWORK. The NETWORK can also be accessed through the Pentagon switch at 695-0441. Requests may be mailed to the NETWORK staff at the following address:

Military Educators Resource NETWORK
1555 Wilson Boulevard, Suite 508
Rosslyn, Virginia 22209
FROM THE DIRECTOR

Dear Military Educator:

I am pleased to inform you of the services now offered by the Military Educators Resource NETWORK, a project sponsored by the Adjutant General's Office (TAGO) and the Army Research Institute for the Behavioral and Social Sciences (ARIB). As you are aware, one of TAGO's responsibilities is to provide operational guidance to the Army Continuing Education System (ACES). Thus, over the past several months we have worked closely with a variety of Army education personnel, ARIB, and InterAmerica Research Associates, Inc., in the initial formation of the NETWORK. Through discussions with these groups and the completion of a needs assessment, the NETWORK has been charged with assisting military educators in the development and improvement of the Army's education programs.

The NETWORK is designed to serve as a source of information about educational research and program development and to present the NETWORK has to offer. Simply put, your feedback and identification of resources will assist in the continued development of the NETWORK, thereby serving changing needs of military educators.

The NETWORK will enhance the Army's educational programs by linking military educators throughout the world to materials that may be available to stay abreast of developing resources in the field. This is accomplished by the creation of a computerized database which contains information about education and research as well as descriptions of various educational programs operated at Army installations. When you contact the NETWORK staff with a particular request for information, they will provide you with a list of resources and referrals points of contact which will assist you in meeting your information needs. In addition, the NETWORK staff plan to publish periodically a newsletter and factsheet which will provide detailed information about new resources and discussions on educational topics.

I encourage you to contact the NETWORK and use its services, which are offered free of charge. I also encourage you to contact my staff or the NETWORK's staff and provide us with feedback regarding the usefulness of available resources and improvements in the services offered by the NETWORK, so that we will be better able to assist you in your assigned educational tasks.

Yours truly,

[Signature]

COL. Daniel J. Davis
Director, Army Continuing Education

Services from page 1 provided to allow for the fast retrieval of information which will meet the training and research needs of the NETWORK's participants.

The NETWORK's database includes bibliographic citations and abstracts of documents collected by the NETWORK and of relevant materials cited in the ERIC and NTIS databases. The human resources component of the database includes descriptions of ongoing research projects, various educational programs in operation at Army installations, as well as points of contact for projects, materials and programs operated by private and Federal organizations. These readily accessible resources enable the NETWORK to maintain the services described below.

Inquiry Response Service

Inquiry response is the service that comes to mind when users think of information centers, since this activity corresponds quite closely to the reference service provided by a librarian. NETWORK staff respond as quickly, accurately, and completely as possible to information requests.

NETWORK staff use a variety of strategies to locate the information required to respond to requests. The inquiry response process may involve searching the Military Educators Resource NETWORK's database, sending one or more of the NETWORK's publications, telephoning individuals in the Army or outside organizations, visiting area libraries to locate information, or referring the inquirer to a more appropriate source. Depending on the type of inquiry, the format of the response to the user may be a verbal transmission of information over the telephone, printouts of citations and abstracts, a publication, or a personal letter containing the appropriate information.

Inquiries are received by telephone, by mail, and in person. The NETWORK has staff available to receive telephone requests from 9:00 a.m. to 4:30 p.m. Monday through Friday eastern time. A telephone message service provides 24-hour access to the NETWORK.

To receive the most useful information in the shortest time, the user should...
RESEARCH CORNER

"AREIS"
Computerized Help for Education Center Counselors

The U.S. Army is committed to providing information about educational and vocational opportunities to its soldiers. To meet this commitment, counselors at Army Education Centers are required to provide military personnel with educational and vocational counseling, with emphasis on military professional development and educational benefits. Both the increasing quantity and complexity of educational and vocational options and the reduction in the number of Education Center counselors have hampered the provision of these counseling services.

It has become evident that other means of supplying standardized, up-to-date, easily accessible educational and vocational information are needed. One such means is a computer-based information system. Over the past two decades, a growing number of guidance professionals have become increasingly committed to the use of the computer to assist with access and delivery of individualized educational and vocational information (Katz & Shatkin, 1980). The unique capabilities of the computer to store, search, retrieve, and update large masses of information, to relate educational and vocational data to information about the user, to simulate an interactive dialogue, and, to serve many users simultaneously with information tailored to individual needs, have validated the worth of this technological aid to the counseling process.

The Army Education Information System (AREIS) is a prototype system designed to overcome the increase of guidance information and decrease of counseling personnel in the Army. AREIS, a computer-based career guidance system, is intended to function in support of, not instead of, the activities performed by guidance counselors. As the computer carries out information retrieving and dispensing functions and clerical duties, counselors should gain time to perform the professional duties for which they were trained and for which they are needed — one-to-one interviewing, group guidance, and consultation.

Needs Assessment
The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) initiated a research effort in 1979 to conceptualize and develop a prototype computer-based system which would provide information on military and civilian education programs related to the Army career progression. This effort, performed by the Discover Foundation, Inc., under contract MDA 903-79C-0779, provided a design for the Army Education Information System (AREIS) based on the result of a needs assessment survey administered to Education Services Officers (ESOs) and Education Center counselors at Army posts worldwide (Harrs-Bowlsbey & Rabush, n press).

The needs assessment instruments were designed to collect data concerning:
- demographic information about the Education Center,
- the variety and frequency of information requested by soldiers at the Education Center, and
- ESO and counselor attitudes about using computers.

The instruments were distributed to all major commands. The return rate for the ESOs was 72 percent with 131 of 182 questionnaires mailed back. The return rate for counselors was 64 percent with 313 of 494 counselors responding.

Counselors indicated that half of their time is spent on one-to-one counseling of soldiers with the remainder distributed over administrative duties, orientation/outreach programs, clerical duties, liaison efforts, research and development, and other miscellaneous tasks. Counselors provide an average of two interviews per soldier per year. This represents approximately 64 percent of their workload. ESOs and counselors indicated that soldiers generally requested information about the Army Continuing Education System (ACES) and career planning. ACES information requested included the following:
- Tuition assistance;
- College course offerings on or near the post;
- Orientation to the Education Center services;
- Associate degree programs;
- College credit for military experience, and
- Basic Skills Education programs.

The most frequent career planning requests concerned:
- Developing a personal career plan in and beyond the military;
- Assessing interests; and
- Making the transition from a military to a civilian job.

ESOs and counselors also responded to a series of questions designed to assess their attitudes about the use of computers to deliver ACES information. They indicated that computerization of information about new and existing ACES programs, Department of the Army regulations, master schedule of courses, and Military Occupational Specialty (MOS) and civilian occupations would be useful. ESOs and counselors agreed that a computerized system would be welcomed by counselors, provided that they receive training on the use of the computerized system, because it would enable them to counsel more soldiers by reducing their administrative workload.

In general, ESOs and counselors were positive about the value of this type of system as a tool to support Education Center operations.

See AREIS page 4
AREIS from page 3

AREIS Concept

The needs assessment results provided the rationale for the AREIS concept which is a computer-based guidance system designed specifically for Education Center use. The AREIS is composed of four courseware subsystems described below. Three of these serve the soldier directly by providing information concerning soldier-selected counseling issues. The fourth subsystem stores soldier records and is accessible only by counselors and Education Center staff.

ORIENTATION is the entry point for the soldier. The objectives of ORIENTATION are to:
- Familiarize the user with the computer terminal and printer;
- Provide instruction about the content of the AREIS;
- Explain the Education Center services; and
- Provide an overview of all ACES programs.

The education services described in this subsystem include educational counseling and improvement, skill development and recognition, and support services. Brief descriptions of sixteen ACES programs including apprenticeship, high school completion, and tuition assistance are available on a menu for selection by the soldier.

SELF-INFORMATION is designed to help the soldier define his/her work-related interests, aptitudes, skills, and values. The soldier may select from three on-line assessment instruments which are scored by the computer. The on-line interest inventory used is the UNIAC developed by the American College Testing program. The values instrument enables the soldier to examine his/her work-related values such as responsibility. The abilities assessment allows the soldier to rate him or herself on several abilities such as mathematics as compared to others. A list of appropriate occupations is generated for the soldier based on the soldier's response to the inventories and on the soldier's selection of educational level. AREIS also assigns a summary that consolidates all elements of self-information provided by the soldier. Soldiers can print out their information at any point.

GOALS AND PLANNING helps the soldier identify educational and vocational short and long-range goals. It also provides details of ACES programs which can help the soldier achieve his/her goals. The soldier can select from preprogrammed short-range goals which can be attained while serving in the Army such as:
- Improving basic skills;
- Getting promoted; and
- Improving MOS skills.

The soldier may also select from a menu of long-range goals which can be achieved during or after the Army career including:
- Making a vocational choice;
- Completing the next step in education;
- Planning a military career;
- Selecting another MOS; and
- Deciding about re-enlistment.

This subsystem of AREIS can be localized for each post. The counselor/administrator can input the master schedule of courses on or off post. Soldiers who wish information about completing the next step in education can access this information and learn what courses are available, special requirements, and where they meet.

Crosswalk information between civilian and military occupations is also included under this subsystem. Soldiers or counselors can enter an MOS and see what civilian occupations are related to that MOS. Under "Selecting Another MOS" soldiers can determine what MOS are related to civilian occupations of interest to them.

COUNSELOR—ADMINISTRATOR has been designed to provide counselors with current educational and vocational information to be used during counseling interviews. This subsystem, maintained locally at each Education Center, contains a master schedule of all courses on on-base, an occupational data file of 420 civilian occupations; and an MOS data file which indicates correspondence of MOSs to civilian occupations. The AREIS subsystem also maintains a record of each soldier's SELF-INFORMATION assessment and GOALS AND PLANNING activities. It should be noted that this subsystem is accessible only by Education Center staff who have appropriate passwords, and, therefore, each soldier's record is secure.

Field Tryout

The first field tryout of segments of the four AREIS subsystems was conducted at the Ft. Sill, Oklahoma, Education Center in April 1980. The segments were programmed in PLANIT (Programming Language for Interactive Teaching) on the Army's UNIVAC 1106 computer at the Edgewood Arsenal, Maryland, and delivered to Ft. Sill in a time-sharing mode.

Twelve counselors and sixty-four soldiers participated in the field tryout. The soldiers were volunteers who had come into the Education Center for ACES information. On-line surveys were given to the soldiers prior to using the AREIS and after the use of each subsystem to determine their attitudes on the usefulness, clarity, and interest level of all segments. Survey results indicate that the soldiers perceived AREIS to be useful for educational and vocational planning. Counselors indicated that the information provided by the AREIS subsystems was useful and accurate. They responded favorably to the delivery of educational information to soldiers by computer.

A second field tryout was performed to examine alternate delivery systems for the AREIS. The hardware configurations compared were a minicomputer (such as that used during the field tryout), a distributed network of minicomputers, and a stand-alone microcomputer. The microcomputer was selected for future AREIS development and field tests because it is the most cost effective.
The form below is designed to aid in the computerization of our mailing list.

To add your name to our mailing list, please complete the lower portion of this form, fold the page so that the NETWORK's address is visible, add the necessary postage (or use a government franked envelope), and return it to us.

<table>
<thead>
<tr>
<th>MILITARY EDUCATORS RESOURCE NETWORK MAILING LIST</th>
<th>(FOR OFFICE USE ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN [record number]</td>
<td>RC [reference code]</td>
</tr>
<tr>
<td>LN [last name]</td>
<td></td>
</tr>
<tr>
<td>FN [first name]</td>
<td></td>
</tr>
<tr>
<td>DV [division]</td>
<td></td>
</tr>
<tr>
<td>AD [address (line 1)]</td>
<td></td>
</tr>
<tr>
<td>AD [address (line 2)]</td>
<td></td>
</tr>
<tr>
<td>CT [city]</td>
<td></td>
</tr>
<tr>
<td>CN [country]</td>
<td></td>
</tr>
<tr>
<td>PH [phone number]</td>
<td></td>
</tr>
</tbody>
</table>

[Blank fields for data entry]
Services from page 2
spend some time formulating the request. The specialist who responds will need to know the following kinds of information from the user:

- Name, title, organization, address, telephone number;
- Narrative description of the request;
- Key words describing the subject of the request;
- Details about how the information will be used; and
- Desired or preferred response format.

An Information Request Form is available to assist users in articulating their information needs. Both CONUS and overseas personnel may complete and submit the form by mail or refer to it when they telephone the NETWORK Information Specialist. A copy of the Information Request Form will be sent to all users presently on the mailing list and to Army education personnel who request one by contacting the NETWORK.

POC Referral Service
To ensure complete responses to inquiries, the NETWORK staff will provide information about Points of Contact (POC) for military research and educational programs. Database records containing the name, address, and telephone number of individuals and offices that deal with all aspects of Army education are currently being created and will serve as an "online rolodex." These records are intended to supplement the literature citations and abstracts provided in response to inquiries from users.

Current Awareness Service
A current awareness service offered by the NETWORK has been designed to inform military educators about the most current literature and resources in the field. This service periodically provides Army educators with photocopies of the tables of contents of key journals in their field. Especially significant articles are highlighted on the photocopies to indicate their importance. Along with the photocopied tables of contents, users receive guidance on how to obtain copies of the articles through their post library or by requesting reprints from the authors.

Publications Service
The NETWORK has developed publications to complement the NETWORK's other services. The goal is to promote the services offered by the NETWORK and maintain a mechanism for reporting important new information in the areas of adult and continuing education.

- Brochure and Rolodex Card. For promotional purposes, a brochure and rolodex card have been sent to users on the NETWORK mailing list. These two items will also be distributed at conferences attended by Army educators.

- Fact Sheet. From time to time the NETWORK will publish a fact sheet, which will outline the most important aspects of a particular topic. Topics will be determined by reviewing information requests frequently received and by anticipating user needs as trends in the field develop. Please let us know what topics would be most helpful to you.

- Newsletter. This is the first issue of NETWORK Circuit, the quarterly newsletter we hope users will find a valuable resource for exchanging information. We think a newsletter is an important networking tool and urge readers to make suggestions for topics to be covered. Some of the topics we are considering include:
  - Methods of teaching learning strategies skills to adults;
  - Improving student motivation;
  - Ongoing educational research activities within the Department of the Army.

Perhaps the most useful articles will result from information provided by NETWORK participants on how they have solved problems encountered in meeting the educational needs of the Army.

The NETWORK's services are a direct response to the information needs of Army educators, researchers, and policymakers. The initial scope of these services was defined by concerns expressed by military educators throughout the world. The future direction of these services will evolve from new contacts and discussions with the NETWORK's participants. We hope that Army educators will take advantage of both the services offered and the opportunity to contribute insights into new areas of interest.
ARIS from page 4 feasible, requires a minimum of technical and clerical support, is easily operated by non-technical personnel, and can be readily installed overseas. Further information on the field trial is available in a report prepared by Carol Rabush entitled U.S. Army Research Institute Research Note 82-3 Field Trial of the Army Education Information System (AREIS).

Status of AREIS Development

The results of the field trials are guiding further development of the four AREIS subsystems. An in-service training package has been prepared to train counselors and other Education Center personnel in the operation of AREIS. User manuals have also been written for soldiers and counselors to guide their interactions with the computer as they use AREIS. AREIS software, programmed in PAS-CAL, has been prepared for use on two multi-user microcomputers: the APPLE and the DISCOVERY.

Summary

AREIS is guiding the development and field tests of AREIS as one solution to the surge of information which must be provided to soldiers by a decreasing number of Education Center counselors. The results of the field tests will be a tested set of specifications for a microcomputer-based counseling support system designed to meet Army Education Center counseling information needs. While supporting the occupational needs of the Army, AREIS is expected to increase soldier potential, job satisfaction, and educational growth.

For further information contact Dr. Zita Simms, U.S. Army Research Institute, 5001 Eisenhower Avenue, Alexandria, Virginia 22333; C. (202) 274-5540 or AUTOVVON 284-5540.

References:

NETWORK Circuit is published quarterly by the Military Educators Resource NETWORK. It facilitates the exchange of information among military educators throughout the world. The NETWORK is part of the Basic Skills Resource Center (BSRC) and is funded by the Department of the Army through the U.S. Army Research Institute and the Adjutant General's Office.

The NETWORK is operated by InterAmerica Research Associates, Inc., pursuant to Contract No. MDA 903-82-C-0169. The views expressed in this publication do not necessarily reflect the views of the sponsoring agencies. This work is not copyrighted. Readers are free to duplicate and use all or any portion of it. In accordance with accepted publication standards, InterAmerica requests that proper credit be given. For additional information on the NETWORK, resources and services contact: Military Educators Resource NETWORK, 1555 Wilson Boulevard, Suite 508, Rosslyn, Virginia 22209. (703) 522-0647
Rocco P Russo, BSRC Director
Juan J. Gutierrez, President,
InterAmerica Research Associates, Inc.
Educational Reform
What Army Educators Can Hope For

Recent studies have focused public attention on the urgent need to reform the American educational system. In response to a directive from the U.S. Department of Education, the National Commission on Excellence in Education has produced a much-publicized report warning that a "rising tide of mediocrity" threatens the public schools, and thus the Nation. The Task Force on Education for Economic Growth, sponsored by the Education Commission of the States, has focused on these trends at the State and local level in its report that urges "fundamental changes in the priority we Americans put on education." These two reports have declared an educational emergency and stated that a major overhaul of America's schools is "crucial to our national survival."

Army educators have been aware of the serious problems in American education for a long time. According to Gerald B. Kauvar, a former Special Assistant for Education in the Department of Defense, the armed forces spent directly $60 million in fiscal year 1980 to teach basic skills. The total cost is far greater. At a 1981 conference sponsored by the Council for Basic Education, Kauvar stated that "this catch-up activity occupies the time of fully one-sixth of the people in the armed forces. Ill-prepared recruits present an increasingly critical problem." (Boston, 1982) For the fiscal year 1981, the Army reported that 45 percent of its enlisted population had reading and mathematics abilities below the ninth grade level, ranging as low as the fourth grade level. (U.S. GAO, 1983)

The Army Basic Skills Education Program was established to address the problem of wide discrepancy between military requirements and the actual skills of many recruits. However, some researchers in literacy indicate that extensive time and effort is needed to bring about the major improvements in reading ability that are required for many of the recruits to deal with the challenges of Army training programs. (U.S. GAO, 1983) It follows that national security, and specifically the Army education and training programs, will benefit from and, in fact, must rely upon the sweeping reform in American education called for by the recent reports.

Academic Reform Projects

The Council for Basic Education has been espousing academic reform since 1956. At its 1981 national conference, the Council highlighted six other ongoing efforts to examine, diagnose, and suggest solutions to the educational shortcomings in U.S. secondary schools (See page 2). All six projects view curriculum changes as critical. According to Pasch and Bannister (1982), each reform study "proposes a shift from a patchwork-response mode where additions to the curriculum are made when personal and societal wants and needs are expressed, and toward a core of common learning based on fewer but more enduring subjects." It seems that the thrust of recent reform proposals is away from school responsibility for growth in social, personal, and occupational areas, toward more traditional intellectual development.

Directions of Educational Reform

Over the past 90 years, high school reform has moved between two poles: One extreme can be described as "fit the child to the school," and involves a commitment to cognitive skills. The opposite, "fit the school to the child," treats a whole nonacademic series of barriers to social and economic success as educational problems. In 1983, Harvard's Charles W. Eliot chaired the National Education Association's (NEA) Committee of Ten, which set rigid academic standards for public high schools.

With the publication of Cardinal Principles for Secondary Education in 1918, the NEA swung in the opposite direction. This document provided the basis for a child-centered approach which allowed for more diversity in the curriculum and provided many more choices to the student. This social perspective influenced the schools until the 1950's when first Harvard's James Bryant Conant and then Sputnik propelled a rigorous academic reform. However, beginning with Brown v. Topeka Board of Education in the 50's and continuing through the late 70's, a series of laws and court decisions deeply involved public education in attempts to solve complex social problems.

Researchers Examine BSEP

Researchers are visiting many Army Education Centers and may be showing up at your installation in the near future. These researchers are taking a good long look at the Army's Basic Skills Education Program (BSEP). The purpose of the examination is: first, of all, to make sure BSEP is providing the best possible service to soldiers and to the Army as a whole. Second, when decisions about the future directions for BSEP are made, a knowledge of features of individual programs that have met with great success as well as identification of problems that need to be solved will provide essential information. Third, a system for future quality control of BSEP needs to be developed.

U.S. Army Research Institute and American Institutes for Research (ARI and AIR) staff have been traveling to a lot of Army posts to find out just what kinds of things are going on in BSEP. So far, these researchers have...
RESOURCES

The purpose of the Resources Column is to highlight current books, reports, or journal articles that may be useful to military educators. The references cited below are examples of the types of resources. The NETWORK can identify for users in response to their information requests. These citations were among those drawn from The NETWORK's computerized database in response to an educational services specialist who called The NETWORK to request general background information on computer-assisted instruction.


Designed to investigate the existing attitudes of students and instructors toward the computer-managed instruction (CMI) learning environment, this research project also identified factors relating to these attitudes. Questionnaires were developed and administered to 100 instructors and 250 trainees from five schools taught under the CMI system. In general, trainee and instructor questionnaires contained items exploring attitudes toward the CMI system in the learning environment, demographics, interactions with instructors or students, and motivations. Response data were analyzed using descriptive and inferential statistics. Results of the study indicated that trainees' attitudes toward the CMI system in the learning environment were generally favorable, while those of instructors were generally not favorable. The study also revealed that trainees' length of service with the Navy appears to be related to attitudes toward the CMI system in the learning environment; the longer the trainee is in the service, the more negative the individual tends to be toward the system. Copies of the student and instructor questionnaires are appended and 13 references are listed.

Carol Ann Robinson and others. San Diego, CA: Navy Personnel Research and Development Center, 1981. 50 pp. ED 212920. MF - $8.77; PC - $3.90

Levels of Evaluation for Computer-Based Instruction

The uses and methods of four levels of evaluation, which can be conducted during the development and implementation phases of computer-based instruction (CBI) programs, are discussed in this paper. The levels of evaluation presented are: (1) documentation, (2) formative evaluation, (3) assessment of immediate learner effectiveness, and (4) impact evaluation. The components of the documentation level of evaluation, which include monitoring project costs, record keeping, and personal observation, are outlined; the processes involved in formative evaluation, including internal review and operational testing, are described; the various factors involved in the assessment of immediate learner effectiveness are summarized; and the nature of impact evaluation is discussed. A set of nine sample evaluation forms relating to different levels of evaluation and their associated methods and a 24-item bibliography accompany the text.


Microcomputers in the Classroom — Dreams and Realities. Report No. 319

"Taking the current excitement among educators concerning the uses of microcomputers for student instruction as a point of departure, this paper addresses the problems and possibilities associated with the uses of microcomputers in the classroom and discusses these in terms of instructional techniques and the social aspects of integrating computer activities into classroom environments. A pilot program in which microcomputers were used to teach programming in elementary school classes is described and the six major instruction-related uses of computers, that is, drill-and-practice, tutorial computer-assisted instruction, computer-managed instruction, simulation and model building, the development of computerized information skills, and teaching computer programming are carefully reviewed. Special attention is given to the place of computer programming in the school curriculum and the advantages and disadvantages of the BASIC programming language are outlined. The social organization of computer use in schools is then considered. A summary of the extent of microcomputer use for researchers, developers of computer-based educational materials, and school system administrators concludes the paper. A 45-item reference list is attached.


State of the Art Developments in Established CBI Efforts — The TICCIT System

This paper, presented at a symposium on computer-based instructional systems, discusses innovations in the TICCIT computer-based instructional system. Specific issues addressed include innovations in the system's authoring languages, integration of videodisc technology, instructional management systems, creation of color computer graphics using a digitizing camera, and two-dimensional simulations of instrument panels. Additional topics include a discussion of educational and psychological research that has influenced design and use of the system and planned developments in the system in the next 2 to 3 years.


How to order: The above document may be ordered from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. When ordering, please specify ED number and format desired, microfiche (MF) or paper copy (PC), and include payment for the price listed plus shipping.

National High School Reform Projects

Six national projects have been initiated to address the academic reform issues. The projects and their sponsors are identified below as potential resources for further information about their impact on basic skills education programs.

- An Education of Value
  National Academy of Education
  405 Garrett Library
  A. P. Sloan Center
  Cambridge, MA 02138
  (617) 495-5880
  Project Equity
  The College Board
  888 Seventh Avenue
  New York, NY 10019
  (212) 582-6210
  A Study of the American High School
  Carnegie Foundation for the Advancement of Teaching
  5 Ivy Lane
  Princeton, NJ 08540
  (609) 452-1780
  Redefining General Education in the American High School
  Association for Supervision and Curriculum Development
  225 North Washington Street
  Alexandria, VA 22314
  (703) 549-0110
  A Study of High Schools
  National Association of Secondary School Principals
  1904 Association Drive
  Reston, VA 22091
  (703) 862-0200

F-12
Reform from page 1

Reports of the studies referenced here all propose reform that would move American schools away from the task of social reconstruction and back to a basic curriculum of academic subjects and rigorous standards. (Boston, 1982)

Recommendations

Specific suggestions for major changes have been recommended or proposed in recent studies of the American educational system. After citing evidence of the erosion of academic excellence in our schools, the National Commission for Excellence in Education (1983), for example, makes specific recommendations in five areas:

- Content. All students seeking a high school diploma should take 4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, 1/2 year of computer science. College bound students should also take 2 years of a foreign language.

- Standards and Expectations. "Schools, colleges, and universities should adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and...4-year colleges and universities should raise their requirements for admission. This will help students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment."

- Time. "Significantly more time should be devoted to learning the...Basics. This will require more effective use of the existing school day, a longer school day, or a lengthened school year."

- Teaching. Such recommendations as tougher standards, higher salaries, and merit pay are "intended to improve the preparation of teachers and to make teaching a more rewarding and respected profession."

- Leadership and Fiscal Support. "Citizens across the Nation should hold educators and elected officials responsible for providing the leadership necessary to achieve these reforms, and citizens should provide the fiscal support and stability required to bring about the reforms proposed."

Concern for Students Who Fail

An important question addressed by some of the studies concerns those students who will have difficulty with rigid academic standards. The reform in standards and curriculum means that students will be allowed to fail. It is important for these students to be encouraged to try again by providing renewed help and different instruction. The challenge to the schools is to be clear and firm about expectations without abandoning young people. (Boston, 1982)

Conclusion/Summary

These recommendations and similar ones put forth in the other studies address what the Council for Basic Education has called the core issue to which the reform movement must come to terms: the schools are expected to teach so much that they wind up unable to teach much of anything. According to the Council, the schools must reorder their priorities. Nonacademic aspects of life are important, but the schools have all they can do to impart the basic academic skills and subject matter. Furthermore, "every minute acceded to nonessential learning is lost to the subjects that foster..."generative power," i.e., the power within the student to learn whatever lessons life may offer or require." (Boston, 1982)

The low literacy level of Army recruits is inconsistent with the high technology of the weapons and communications equipment of the modern Army. A response of the Army has been the Basic Skills Education Program (BSEP). The Government Accounting Office has criticized BSEP for taking too broad a sweep and has proposed more specialized basic skills training programs for various Army occupational classes and needs. A longer run solution may come from the recent activity stimulated by studies which challenge the effectiveness of the present educational system and recommend lines for major redirection of efforts.

Evelyn H. Allin, The NETWORK

References


Information Included in The NETWORK's Database

The NETWORK's database contains citations of resources such as books, journal articles, etc., in the Adult Education field. Each entry provides descriptive information such as author, date, availability, and a short summary. Some of the subjects included in the database are:

- Education: Audiovisual and computer equipment/courseware evaluations, basic skills curricula such as ESL, reading, writing, and composition, instructional materials and tests, computer assisted, individualized, and self-paced instruction, curriculum development and evaluation, educational research, learning strategies, teaching methods and teacher evaluation.
- Counseling: Career planning and guidance including computer-based guidance systems, counseling methods.

Research from page 7

visited sites in USAREUR, Panama, and CONUS. They have talked with ESOs, counselors, program directors, teachers, students, BSEP graduates, NCOs, and commanders to find out what benefits the Army is getting from BSEP, what problems exist, and what changes are needed as viewed by people closest to the realities of program outcomes.

ARI and AIR have also looked at special Army education programs for ideas to enrich the usual training methods. Among these programs are some skills but not in others. of the findings that emerge from this research on the Army, and especially of the Office of The Adjutant General, for enriching the quality of Army enlisted ranks together with improving job performance. All of the findings that emerge from this effort, which will continue until 1986, are being and will continue to be presented to decision makers for their consideration.

The description of ESL research was taken from a Research Report, "English-as-a-Second-Language Programs in the Army," which is currently in press. The authors are Rebecca Oxford-Carpenter and Joan Harman of the Army Research Institute and Janice Redish of the American Institute for Research.)

Joan Harman

Military Educators Resource Network
1555 Wilson Boulevard, Suite 508
Rosslyn, Virginia 22209
Learning How to Learn
Using Computer-Assisted Cooperative Techniques

Can students be taught not only subject matter but also the most efficient methods to acquire and use that information? Research indicates that an individual's capacity for acquiring and using information can be improved with direct training on appropriate strategies for information processing.

Although there appears to be a number of effective learning strategies emerging from basic research efforts, the utility of these strategies is severely limited by difficulties in communicating them to learners (Dansereau, in press). Training adults to incorporate new learning strategies into their repertoires is plagued with all of the problems present in complex motor skills retraining (e.g., Singer, 1978), plus additional complexities arising from the covert nature of cognitive and metacognitive activity. This article discusses a research project that involved the development of an improved methodology for learning strategy training.

The approach used in the learning strategy training is a combination of two methods: computer-assisted instruction (CAI) and cooperative learning (peer tutoring). The training module resulting from this combination uses the strengths of the two methods while eliminating the weaknesses of each. Subsequent paragraphs will provide background on each of these approaches.

Computer-Assisted Instruction
With the advent of flexible, economical microcomputers, it is clear that in the future computers will be one of the major instructional delivery systems. With respect to learning strategy training, computer-assisted-managed instruction has several important strengths. Specifically, it can (a) provide an economical source of expertise (in comparison to human experts) in both subject matter and process, (b) control, monitor, and reinforce the flow of learning activities in an objective and efficient manner, (c) keep track of subject responses for future analysis, and (d) tailor training activities based on pretraining individual difference measures and on responses to tasks within the training sequence.

On the other hand, there are two major weaknesses with the CAI approach as it applies to strategy training. First, effective learning strategies usually require the learner to produce alternate versions of the text information. Although there has been progress in the development of natural language interpreters, we are a long way from having systems that can analyze and diagnose free recalls and elaborations of text, which are important indicators of the degree of acquisition of a body of knowledge.

A second weakness is the fact that computers cannot provide a convincing model for students to imitate and to use as a basis for evaluating their own relative strengths and weaknesses. This is unfortunate, in that it is clear (Dansereau, in press) that one of the most potent methods of communicating skills and strategies in general and learning strategies in particular is social modeling (i.e., demonstrations of strategy usage).

Cooperative Learning
Cooperative learning (peer tutoring) is another training methodology with potential for improving the acquisition of knowledge and skills. Not only do students studying textbook material in cooperating pairs perform better on delayed recall and recognition measures than students studying individually (Dansereau et al. 1979a; McDonald, Dansereau, Gar- land, Holley, & Collins, Note), but there is also evidence of positive transfer of learning skills from the dyadic experience to subsequent individual studying (McDonald et al., Note). In addition to improvement in cognitive skills, cooperative learning has led to positive effects on measures of self-esteem, altruism, and mutual concern (see reviews by Sharan, 1980 and Slavin, 1980).

Research indicates that an individual's capacity for acquiring and using information can be improved with direct training on appropriate strategies for information processing.

The cooperative learning paradigm, using two students interacting over a segment of text, has two salient strengths. First, the participants have an opportunity in this situation to observe and imitate each other's processing. Students can learn new strategies from their partners even without instructions to do so. In addition, cooperating students can gain insights with regard to their relative levels of cognitive effort, persistence, and affective control. Second, the students can evaluate, diagnose, and correct each other's productions. Since only humans are able to tolerate ambiguities and transcend grammatical misconstructions, it is clear that they are the only available processors that can interpret the unrestrained natural language present in the free recall of information.

Obviously, the cooperative learning paradigm is not without weaknesses. In our experience the most important of these is that often neither cooperating student has the necessary content and or process expertise to maximize the learning experience. This can result in a type of "blind leading the blind" situation which may be detrimental for both parties in.

See Learning page 2
Learning from page 17 involved. In addition, many pairs of students have difficulty staying on the task and effectively managing their available time and resources.

Computer-Assisted Cooperative Learning Training Modules

Computer-Assisted Cooperative Learning (CACL) training modules combine the strengths and offset the weaknesses of the two component technologies—computer-assisted instruction and cooperative learning. In CACL, the computer programs provide cooperating pairs of students with the necessary database for adequate content and processing expertise, as well as control the flow of activity. At the same time each student in the pair acts as a model for the other student and provides properly adaptive evaluations of the other person’s productions.

This first application of the CACL methodology was designed to train students on the use of the MURDER text processing strategies developed by Danserent et al., 1979b). The input strategy, 1st degree MURDER, includes six steps for learning text material: (1) setting a proper Mood for learning, (2) reading for Understanding, (3) Recalling the information using verbal paraphrases and descriptions of images, (4) Detecting errors or omissions in the recall, (5) Elaborating to make the material more easily remembered, and (6) a final Review.

The 2nd degree MURDER strategy includes six steps for using the acquired information during task performance: (1) getting into a proper Mood for the task, (2) Understanding the goals and conditions of the task, (3) Recalling information relevant to the task, (4) Detecting omissions, errors, and ways of organizing the information, (5) Elaborating the information into a proper response, and (6) Reviewing the response to modify it if necessary.

To evaluate the CACL methodology, three groups of students were asked to study a set of medically related text excerpts. The CACL Group, which consisted of 30 students, was given instructions and practice on using 1st and 2nd degree MURDER in learning and recalling the text via the computer-assisted cooperative learning technique. The Individual Strategy Group (group two), which consisted of 28 students, was given instructions and practice independently via written materials. Finally, the Control Group (group three) consisted of 31 students who studied the practice materials using their regular study and test-taking methods. Following training, all students, regardless of group affiliation, individually studied and took free recall tests over two passages. The first passage, which was medically related, was included to assess direct (near) transfer of training, and the second, which contained technical but non-medical content, was included to assess indirect (far) transfer.

Results

Statistical analysis of the scores on free recall tests over the medically related passage (near transfer) and the non-medically related passage (far transfer) demonstrated significantly better performance for the CACL Group than for the Control Group. In addition, although the differences were nonsignificant, the CACL Group consistently performed better than the Individual Strategy Group. These findings support the contention that computer-assisted instruction and cooperative learning can be combined to produce an effective method for reaching learning strategies. The positive findings for both dependent passages suggest that the strategies acquired are substantially content independent and, consequently, should be generalizable to a variety of text materials.

In addition to group differences in performance on free recall tests, analysis of a post-experimental questionnaire indicated that the CACL Group viewed the learning strategies they received as more effective, and their personal gain from the experimental experiences as more positive than the Individual Strategy Group.

It can be speculated that the members of the CACL Group were able to benefit from the social modeling provided by the other person in the pair or from the management properties written into the computer program or from an interaction of both technologies. Further studies are needed to separate the differential impact of these two contributing technologies on the effectiveness of the CACL module.

The above summary is based on a paper entitled “The Development and Evaluation of a Computer-Based Learning Strategy Module,” authored by V. Hythecker, T. R. Rocklin, D. F. Danserent, J. Lambotte, C. Larson, and A. O’Donnell. The work reported by these authors is being conducted through a subcontract with InterAmerica Research Associates, Inc. in Rosslyn, Virginia. This research effort is a part of InterAmerica’s Basic Skills Resource Center which is funded by the U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, Virginia under contract No. MDA-903-82-C-0169

References


2

Note

RESEARCH CORNER

Two Decades of CBI Research: What Have We Learned?

A summary of some major studies of computer-based instruction (CBI) that have occurred since 1959 is presented in a report by the Human Resources Research Organization (HumRRO). The authors' intention was to stimulate discussion about accomplishments and failures in the field of computer-based instruction by identifying significant outcomes of fifty major projects.

The framework for the review is a classification scheme that outlines eight categories of research studies:

1. Development of Prototypes
2. Conceptual Demonstrations
3. Major Implementations and Evaluations
4. Dissemination
5. Authoring Languages and Systems
6. Intelligent CAI
7. Innovative Environments
8. New Theory

The next paragraphs highlight some of the considerations discussed under five of the categories listed above.

Among the significant prototypes mentioned are PLATO, a large-scale system with remote terminals; the IBM 3500, a local timesharing system, which was intended for CBI research and development rather than widespread implementation; and TICCIT, a local timesharing system.

The discussion of large-scale implementations and evaluations of CBI concludes that CBI has been both effective and practical under the appropriate conditions. The research literature described also identifies major implementation problems which must be considered.

The dissemination activities investigated include periodicals such as the Journal of Courseware Review; MicroSoft, which maintains an online database with information on microcomputer courseware; and EDUCOM, a non-profit group organized to promote sharing and exchange of computer resources among universities and colleges.

Authoring languages and authoring systems were developed to make the production of computer-based instructional lessons more efficient and also to require less technical computer knowledge. Although some system-independent author languages have been developed, most major CBI systems have their own. While the use of author languages requires actual programming to produce an instructional lesson, an authoring system usually involves conversational interaction or prompting.

Intelligent computer-assisted instruction (ICAI) programs are fundamentally different in structure and function because they have the capability to understand what is being taught and why the student has made a mistake. ICAI programs demonstrate the kind of individualized instruction which computers can provide.

The authors conclude that, overall, CBI research has had and will continue to have a substantial impact on education. Listed below are major outcomes of CBI research as identified by HumRRO:

1. There is ample evidence that computers can make instruction more efficient or effective.
2. We know relatively little about how to individualize instruction.
3. We do not have a good understanding of the effects of instructional variables such as graphics, speech, motion, or humor.
4. A great deal has been learned about overcoming institutional and organizational inertia and resistance to change in the context of implementing CBI.
5. Significant progress has been made on the development of authoring tools and techniques for CBI.
6. Numerous mechanisms have been developed for the dissemination of CBI ideas and courseware.
7. CBI has spurred research throughout the entire field of instruction.
8. Federal funding has played a pivotal role in advancing CBI.
9. We have just scratched the surface of what can be accomplished with computers in education.

The report, which lists extensive references, can serve as a guide to lead the reader to more detailed studies.

A copy of the report Two Decades of CBI Research: What Have We Learned?, which is summarized above and authored by G. Kearsley, B. Hunter, and R. J. Seidel, can be obtained from HumRRO, 1100 South Washington Street, Alexandria, VA 22314.

Publications Available Free from the NETWORK

<table>
<thead>
<tr>
<th>Newsletters:</th>
<th>NETWORK Vanguard Nos. 1, 2, and 3</th>
<th>NETWORK Fact Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>NETWORK Circuit No. 1, July 1983</td>
<td>(Current Journal Tables of Contents)</td>
<td>No. 1 Computer Literacy and the Army Educator</td>
</tr>
<tr>
<td>NETWORK Circuit No. 2, October 1983</td>
<td>NETWORK Vanguard Nos. 1, 2, and 3</td>
<td>No. 2 The NETWORK Inquiry Response Service</td>
</tr>
<tr>
<td>NETWORK Circuit No. 3, February 1984</td>
<td></td>
<td>No. 3 Evaluating Instructional Software</td>
</tr>
</tbody>
</table>

F-17
The Military Educators Resource NETWORK offers those responsible for educational activities an opportunity to obtain information through its ever-increasing resources and provides answers to inquiries in a variety of ways. In response to an ESO's request for information about developing and teaching a computer literacy course, the NETWORK staff identified a variety of informational resources. The materials provided to the ESO included information about available booklets on computer literacy, available software, and a selected bibliography as well as citations from the NETWORK database. Examples of these materials are shown below.

**Software Vendors**
Each of the following vendors has indicated that books and/or software on computer literacy are available. Many vendors provide free catalogs. Call or write for more information.

- Control Data Publishing Co. PO Box 261127 San Diego, CA 92126 (for PLATO software catalog) 800-233-3784 or CA 800-233-3785
- Milton Bradley Software 443 Shaker Road East Longmeadow, MA 01028 413-526-6411 ext. 2334
- Opportunities for Learning, Inc. 8590 Lurline Avenue, Dept. 5I Chatsworth, CA 91311 818-341-2535
- Queue 5 Chapel Hill Drive Fairfield, CT 06432 203-335-0908 or 1-800-232-2224
- Reston Publishing Co., Inc. 1140 Suntan Hills Road Reston, VA 22090 800-336-0338 or VA 703-437-8900
- Sterling Swift Publishing Co. 7901 S. Interregional Fwy (I-35) Austin, TX 78744 Contact: Rod Aurey 512-282-6840

**Selected Bibliography on Computer Literacy**
Listed first is a tool for software selection, which includes some of the above vendors as well as many others. Organized by subject area such as computer literacy, this book describes various software packages in detail and provides information on purchasing.


**RESOURCES**


**Booklets**
The following annotations were taken from the October 1983 issue of Computer Teacher, which is published by the International Council for Computers in Education (ICCE):

- An Introduction to Computing: Content for High School Course proposes a unit-by-unit course outline for computer science instruction at the secondary school level. Recently revised, and designed for a year-long course, the booklet contains a variety of activities emphasizing applications, programming, computer environment, and social impact. $2.50, 48 pages.
- Precollege Computer Literacy: A Personal Computing Approach talks about the need for professionals in the field of computer education to recognize and implement a universal standard of precollege computer literacy. Via an analysis of personal computing and those aspects of computers that have direct impact on students, this book discusses and defines computer literacy goals for elementary and secondary schools. $1.50, 28 pages.

**Computer Metaphors: Approaches to Computer Literacy** suggests alternative methods for relating to computers. The novice that might be intimidated by a computer, or as the basis for class discussions, this book develops several metaphorical approaches: the computer as glass box, as palette, as mentor, as catalyst and . . . By Dr. Howard Peile, School of Education, University of Massachusetts . . . $6.00

- The Evaluator's Guide to Microcomputer-Based Instructional Packages can help you make informed, intelligent software purchasing decisions. This recently revised step-by-step guide to concise software evaluation— furnished with sample reviews, evaluation forms, and Glossary— is an invaluable tool in effective software review and selection. $2.50, 48 pages.

To purchase these booklets write to ICCE, Department CTA, 1787 Agate Street, University of Oregon, Eugene, OR 97403 or phone 503 686-4414.

**How to Reach The NETWORK**
Requests can be made by phone or by mail. NETWORK staff are available to receive calls between 9:00 a.m. and 4:30 p.m. eastern time at 703-522-0667, or use AUTOVON 881-3530 and ask for "off-net government officials." A telephone message service is available at the same number at all other times. Written requests may be sent to:

Military Educators Resource NETWORK
1555 Wilson Boulevard, Suite 308
Rosslyn, VA 22209

F-18
How to Use Database Citations

A major component of the NETWORK Inquiry Response Service is the Military Educators Resource NETWORK Database. The NETWORK staff can search this database to find citations of research papers and journal articles that pertain to an educator's inquiry. This service directs the user to state-of-the-art information and research done in the past.

To ensure that a search of the computerized database will retrieve relevant material only, the NETWORK Information Specialist uses keywords, also called descriptors, which describe the topic as specifically as possible. The citations obtained through a computer search provide enough information to determine if the full document would be of value or interest to the user.

A printout of the citations is then sent to the requestor who can evaluate the potential value of each document by reading the abstract, which is a narrative summary of the full document. Based on this information, the user can determine which papers or articles will be relevant and then obtain the original documents through the base or local library. If you have problems locating documents, your post librarian will be glad to help you.

In the example of the printed citation (See Figure 1), all of the sections are labeled and most are self-explanatory. However, several are described below in further detail.

### Figure 1

**Military Educators Resource Network Data Base**

<table>
<thead>
<tr>
<th>Accession Number</th>
<th>ER00446</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Author</td>
<td>Woodhouse, D.</td>
</tr>
<tr>
<td>Title</td>
<td>Introductory Courses in Computing: Aims and Languages.</td>
</tr>
<tr>
<td>Publication Type</td>
<td>080:120:141</td>
</tr>
<tr>
<td>Series Statement</td>
<td>Computers and Education; U7 N2</td>
</tr>
<tr>
<td>Publication Date</td>
<td>093000</td>
</tr>
<tr>
<td>Language</td>
<td>Eng.</td>
</tr>
<tr>
<td>Physical Description</td>
<td>U.P.</td>
</tr>
<tr>
<td>Availability</td>
<td>Available from University Microfilms International (UMI).</td>
</tr>
<tr>
<td>Price and Order No(s)</td>
<td>EJ-281417</td>
</tr>
<tr>
<td>Government Status</td>
<td>Not Govt.</td>
</tr>
<tr>
<td>Abstract</td>
<td>Discusses the rationale, aims, and objectives of introductory computer courses and suggests an improved approach to designing such courses to prepare pupils for a computer-based society and to improve problem solving through structured programming. Criteria for evaluating and choosing an appropriate language are listed. (EAD).</td>
</tr>
<tr>
<td>Descriptors</td>
<td>Computer-Literacy; Computers; Curriculum-Development; Curriculum-Design; Programming-Languages; Evaluation-Criteria</td>
</tr>
<tr>
<td>Database File</td>
<td>BIB</td>
</tr>
<tr>
<td>Date Entered</td>
<td>11/15/83</td>
</tr>
</tbody>
</table>

### Accession Number
To be used by NETWORK staff, can be ignored by the user.

### Personal Author
Names of individual authors: important for obtaining full document.

### Title
Also important for retrieving full document.

### Publication Type
To be used by NETWORK staff, can be ignored by the user.

### Series Statement
Included when document originated as part of a series of publications, such as a journal article.

### Name of Journal as well as Volume, Number, Pages, and Date will be listed here.

### Publication Date
Year of Publication

### Language
Language in which article appears.

### Physical Description
Number of pages, illustrations, dimensions, etc.

### Availability
This section sometimes lists the names of organizations that provide reproduction services for the articles and papers. Photocopies of ERIC documents may be purchased from the ERIC Document Reproduction Service (EDRS), P.O. Box 100, Arlington, VA 22201 (703 841-1212). Photocopies of documents in the NTIS (National Technical Information Service) system can be obtained from NTIS, Department of Commerce, 5285 Port Royal Road, Springfield, VA 22161 (703 487-4600).

### Price and Order Number
Price will be given when known. The order number is the code used by the organization which furnishes citations to identify and locate documents. One of these organizations is ERIC, which specializes in researching educational material. If the first two letters of the code are EJ, the document is a journal article, which can be found in local library collections or can possibly be obtained through the interlibrary loan system. When the order number begins with ED, the document is part of the ERIC microfiche collection that can be found in many libraries across the country. If a local library does not have this collection, a copy of the document can probably be obtained through interlibrary loan.

See Citations page 6
Citations from page 5

Government Status. Indicates State or Federal Government funding or no Government affiliation.

Abstract. Narrative summary.

Descriptors. Key words.

Database File. Indicates one of the two component databases: BIB (Bibliography) or DIR (Directory).

Date Entered. To be used by NETWORK staff. Can be ignored by user.

Some requests involve topics not covered in the NETWORK database. In this case, a search of other databases is conducted for pertinent citations which, if appropriate, will be included in the NETWORK's collection. In this event, a copy of the citation will be sent to the user in the original format of that database. This format is generally less clear than the NETWORK citation format and may require assistance from a librarian.

The purpose of the citations provided by the NETWORK is to offer current and/or comprehensive summaries of research on specific educational topics. It is the user's responsibility to determine by reading the abstract portion of the citation if the full document will be helpful.

Remember that the NETWORK staff is here to help you locate as much pertinent information as possible. If you feel the material sent to you is not relevant or if the search can be expanded to provide additional information, do not hesitate to contact the NETWORK to request another search.

Julia A. Foster
NETWORK Information Specialist

Help Evaluate NETWORK Publications

The NETWORK needs your help. Please take a few minutes to evaluate NETWORK publications by completing the short questionnaire that is enclosed with this newsletter.

The NETWORK is published quarterly by the Military Educators Resource NETWORk. It facilitates the exchange of information among military educators throughout the world. The NETWORK is part of the Basic Skills Resource Center (BSRC) and is funded by the Department of the Army through the U.S. Army Research Institute and the Adjutant General's Office. The NETWORK is operated by InterAmerica Research Associates, Inc. pursuant to Contract No. MDA 903-82-C-0169. The views expressed in this publication do not necessarily reflect the views of the sponsoring agencies. This work is not copyrighted. Readers are free to duplicate and use all or any portion of it. In accordance with accepted publication standards, InterAmerica requests that proper credit be given. For additional information on the NETWORK's resources and services contact: Military Educators Resource Network, 1555 Wilson Boulevard, Suite 508, Rosslyn, Virginia 22209, (703) 522-0667. Rocco P. Russo, BSRC Director. Juan J. Gutierrez, President, InterAmerica Research Associates, Inc.

Military Educators Resource Network
1555 Wilson Boulevard, Suite 508
Rosslyn, Virginia 22209
APPENDIX F

Learning Strategies and ESL in the Army
A Research Project

By Glenn Swanner, Montinaro, and Lou Kupfer

A project designed to study the effectiveness of learning strategies for specific English learning tasks is underway at the Basic Skills Resource Center (BSRC) run by InterAmerica Research Associates in Rockville, Maryland. Funded by the Army Research Institute for the Behavioral and Social Sciences, the BSRC project is investigating the use of learning strategies as a way to enhance the learning and speaking skills of Limited English Proficient (LEP) soldiers. There are between 800 and 1100 LEP soldiers enlisting each year who require training in English as a second language (ESL). The majority of these soldiers are Spanish-speaking and have received five or more years of English instruction prior to joining the Army (Holland et al., In press). However, many report that English classes in their home country focused on reading and writing, leaving them with few listening or speaking skills. Therefore the Army generally provides these soldiers with six weeks of intensive English instruction before they begin Basic Training.

Most LEP soldiers benefit from the Army's ESL training and go on to succeed in Basic Training and Advanced Individual Training (AIT). However, there remain some who could profit from training in the use of language learning strategies after initial English training. Learning strategies of specific ways that learners manipulate new material are useful in remembering, learning, or problem solving (Brown, Bransford, Ferrara, and Campione, 1983). By making learners more aware of their own learning strategies, instruction in learning strategies promotes independent learning. Strategies such as mnemonics, note-taking, and self-monitoring have been shown to enhance learning and retention for a variety of instructional tasks. Valuable research has already been completed, particularly by the Army, on the strategies that learners use while reading. Little, however, is known about the strategies that learners use to enhance listening and speaking in learning a second language. The Army has become interested in knowing more about this topic with respect to soldiers who require training in English as a second language.

Before training on learning strategies can be successful, we need to know first, the strategies students use to understand, speak, and write a second language and, second, the specific instructional tasks for which training in the use of learning strategies is necessary. This project is in its first year of operation, the Inquiry Response Service, one of several information services offered by the Military Educators Resource Network, responded to 390 requests for information. We decided to follow up one of these requests to find out how our response actually benefited a military educator. We also felt that it would be useful to show readers how our service can be used by other military educators.

Walter Campbell, the ESO at Ft. Meade, kindly agreed to talk with us about how he used the information we sent him in response to his request.

Ft. Meade is a tri-service post with approximately 9500 military personnel. The Education Center at this post near Laurel, Maryland offers a variety of programs ranging from basic skills to advanced degree programs, including foreign language study and off-duty vocational training.

In January 1984, the Ft. Meade Education Center was designated by the Department of the Army to help with an evaluation of the computerized PLATO Basic Skills Learning System, which was to be used in this study as a stand-alone mode of instruction. The students would have access to computer terminals, software, and a technician to assist them, but no teachers. The objective was to determine if the system, without teachers, could be used effectively Army-wide.

After this Army-wide program was completed, the Ft. Meade education center staff decided to use the PLATO system as a supplement to the existing teacher-directed basic-skills instruction program. However, the teachers assigned to the program questioned whether the content of the PLATO materials reflected the goals and objectives of their basic-skills program. Also, the teachers were unfamiliar with PLATO and computer-assisted instruction in general, and were interested in obtaining research studies that supported or refuted the use of PLATO in teaching basic skills.

As Mr. Campbell was wrestling with this problem, he received a brochure promoting MERN and decided to call the

Using NETWORK Services: A Case Study

By Lester H. Attia

In its first year of operation, the Inquiry Response Service, one of several information services offered by the Military Educators Resource Network, responded to 390 requests for information. We decided to follow up one of these requests to find out how our response actually benefited a military educator. We also felt it would be useful to show readers how our service can be used by other military educators.

Walter Campbell, the ESO at Ft. Meade, kindly agreed to talk with us about how he used the information we sent him in response to his request.

Ft. Meade is a tri-service post with approximately 9500 military personnel. The Education Center at this post near Laurel, Maryland offers a variety of programs ranging from basic skills to advanced degree programs, including foreign language study and off-duty vocational training.

In January 1984, the Ft. Meade Education Center was designated by the Department of the Army to help with an evaluation of the computerized PLATO Basic Skills Learning System, which was to be used in this study as a stand-alone mode of instruction. The students would have access to computer terminals, software, and a technician to assist them, but no teachers. The objective was to determine if the system, without teachers, could be used effectively Army-wide.

After this Army-wide program was completed, the Ft. Meade education center staff decided to use the PLATO system as a supplement to the existing teacher-directed basic-skills instruction program. However, the teachers assigned to the program questioned whether the content of the PLATO materials reflected the goals and objectives of their basic-skills program. Also, the teachers were unfamiliar with PLATO and computer-assisted instruction in general, and were interested in obtaining research studies that supported or refuted the use of PLATO in teaching basic skills.

As Mr. Campbell was wrestling with this problem, he received a brochure promoting MERN and decided to call the
Educational Incentives
The Veterans Educational Assistance Program and the Army College Fund

Educational incentives are a key factor in the Army’s successful recruiting and retention of quality soldiers. Army Education Centers staffs can take two steps to ensure that all soldiers know about the educational financing provided by the Army.

1. Work with commanders and supervisors so that they have a full understanding of the opportunities available to their soldiers.

2. Periodically remind supervisors and commanders to encourage their soldiers to visit the local education center, where trained counselors are ready to provide detailed information about the Army College Fund (ACF), Veterans Educational Assistance Program (VEAP), and other educational opportunities.

The ACF, which was tested in FY 81 and fielded nationwide in FY 82, is the primary attraction for enlistment of higher scoring high school diploma graduates. ACF combines the basic Veterans Educational Assistance Program with an additional dollar “kicker” provided to the enlisted soldier’s educational savings account at the Veterans Administration. While VEAP applies to both officers and enlisted personnel, the ACF is an enlistment incentive for enlisted soldiers only.

To understand the ACF, it is first necessary to understand basic VEAP: VEAP is the Vietnam-Era GI Bill follow-up that contributed to educational program implemented in January 1977. Both officers and enlisted soldiers who entered active duty on or after 1 January 1977 are eligible for up to $500 in educational benefits.

To earn this amount, the officer or soldier contributes $2,700, either by monthly allotment or lump sum. The Army matches the soldier’s contribution on a two-to-one basis ($5,400).

To qualify for ACF, soldiers must be non-prior service, high school diploma graduates who scored 50 or higher on the Armed Forces Qualification Test and enlist in a designated skill. To earn the ACF “kicker,” soldiers must contribute to VEAP. Soldiers enlisted for three or four years may contribute from $25 to $100 per month (or in $5 increments between $25 and $100) up to a maximum contribution of $2,700. Two year enlistees may contribute up to $2,400. Soldiers must contribute a minimum of 12 consecutive months. See Figure 1 for “kicker” benefits that may be accrued. Figure 2 shows total amounts that will accrue when a three- or four-year enlistee participates in VEAP at $75 per month and a two year enlistee who contributes $100 per month.

The key to acquiring the above benefits is participation. Soldiers wishing to withdraw from the VEAP program for hardship or other reasons should be encouraged to reduce the amount of their monthly contribution rather than withdraw from the program completely. The amount of the ACF “kicker” depends on the number of months of participation rather than the actual dollar amount contributed. If a soldier requests a refund, he or she should be counseled about the impact of this step on the accrual of kicker benefits.

Soldiers who cannot be convinced that they should reduce the amount of their monthly contribution rather than withdraw should be advised of another alternative. They may make a lump sum payment into the VEAP program before separation. A lump sum contribution of up to $2,700 can be made up to the day of separation from the Army. In order for the VEAP matching funds and the ACF “kicker” to accrue, the lump sum payment must be prorated for a minimum of 12 months. Kicker accrual is then treated as if the soldier had participated monthly. Although soldiers can lump sum up to the day they separate, they should be encouraged to lump sum no later than 60 days prior to separation to allow processing time in the Army and the Veterans Administration.

Further information can be obtained from Frank Anderson, HQDA Education Division (DAE-MPE), Hoffman I. Room 1434, 2461 Eisenhower Ave., Alexandria, VA 22331; 202-325-9804.

---

Figures 1 and 2 provide examples of how educational benefits are calculated under the VEAP and ACF programs.
Meeting the Higher Education Needs of Army Personnel

By Elinor Eizen and Brenda Lee Kurzok

Military personnel have unique needs and problems associated with their pursuit of postsecondary education. Patterns of military assignment and the general mobility of military personnel make it unlikely that a student on active duty can complete an entire program at one institutional location. Many are transferred several times during service and many complete their programs following separation from service. Consequently, policies and practices that make credit earned at other institutions more readily transferable help meet the needs of the active-duty servicemember or the veteran who began college work while in the service.

Servicemembers Opportunity Colleges (SOC) and the Associate Degree Program (SOCAD) were established to remove unnecessary obstacles and to ensure that high-quality programs are available to military students.

Servicemembers Opportunity Colleges Program

The Servicemembers Opportunity Colleges program (SOC) was established in 1972 by civilian and military educators to strengthen voluntary education for servicemembers through better coordination of institutional administrative practices, and to improve access to and availability of academic programs. SOC aids the higher education community in responding to the particular needs and problems of military personnel and, in turn, helps the Armed Services understand the resources, limits, and requirements of higher education.

SOC institutions primarily confer the full range of associate, baccalaureate, and some graduate degree programs and some non-military installations overseas. Only 5 SOC institutional members act as "home institutions" for service members who, by prior agreement, earn academic credits elsewhere.

The SOC designation can apply to an entire institution or to specific divisions or degree programs. SOC members must be chartered or licensed by a State government or the Federal government and must be postsecondary institutions. More than 250,000 military students participate each year in programs of institutions designated as Servicemembers Opportunity Colleges.

SOC Principles

In carrying out their mission, SOC institutions are guided by two basic principles:

- SOC institutions perform within the conditions set forth in Department of Defense (DOD) directives and regulations on voluntary education programs for military personnel and do so within the constraints of military life.
- SOC institutions subscribe to and operate within criteria developed to increase access for students in the military and to assure that they receive high-quality instruction and institutional services.

Criteria for SOC Institutions

Drawn from the cumulative experience of institutions that have successfully offered programs to military students, SOC has established criteria that reflect a needed flexibility of approach and maintain the quality of educational programs. To meet the criteria, SOC institutions must:

- Evaluate learning gained through military experiences and award academic credit, where applicable, to the servicemember's program of study.
- Evaluate nontraditional learning and award academic credit for such learning, where applicable, to the servicemember's program of study.
- Evaluate requests for inter-institutional transfer of credits and accept such credits whenever they are appropriate to the servicemember's program and consistent with the institution's curriculum. To minimize loss of credits, hours, and duplication of prior learning,
- Provide flexibility to servicemembers in satisfying residency requirements by making adjustments for military students who transfer.
- Designate personnel with appropriate academic qualifications and experience to administer and supervise their SOC related activities, and to develop policies and procedures appropriate to the scope of their voluntary education programs.
- Provide educational services for veterans.

Servicemembers Opportunity Colleges Associate Degree Program (SOCAD)

The Servicemembers Opportunity Colleges Associate Degree Program (SOCAD) is designed to relate SOC and warrant officer job specialties to college curricula. The SOCAD program offers opportunities for students to earn college credits for skills and knowledge acquired in the Army and to obtain an associate degree in any one of a variety of fields corresponding to military job specialties. SOCAD does this by linking up civilian degree-granting institutions that have agreed to use common curriculums in specific occupational fields—curriculums developed by

See Higher Ed page 4
Higher Ed from page 3

academic experts, under the direction of SOCAr, the American Council on Education, and by Army Specialists in those career fields.

The curriculums are offered to servicemembers in their off-duty hours, on military installations in the United States and overseas, or on easily accessible campus sites. Although the program currently is focused on the education needs of the Army, it is being structured so that it could be adapted for the other services.

The SOCAD program currently offers opportunities to earn associate degrees in 15 occupational fields, which are listed in the accompanying box. A flexible associate degree is also available to servicemembers in general studies and liberal arts.

Procedures
A participating institution agrees to accept as a candidate for an associate degree any student who meets the academic requirements of the curriculum and who shows a reasonable promise of being able to meet the degree requirements. The college completes an official student evaluation which acts as a roadmap or program for earning an associate degree. The evaluation can grant credits for work already completed at the enrolling institution or other colleges and includes credits awarded for MOS and service schools training. The college agrees to award an associate degree upon successful completion of the program even if the soldier is transferred off or is separated from active military duty and has to take courses at another institution.

The SOCAD program is located around the world and is unique in higher education today. The colleges that participate have agreed to:

- limit the residency requirement to one-quarter of the total program (can be completed at any time);
- accept nontraditional credit;
- complete an official evaluation on a Student Agreement Form for each student;
- provide sequential courses available off duty to accommodate the military mission. and;
- guarantee transferability of credits among colleges within each network.

When they join the SOCAD networks, the colleges also agree to provide professionally trained and specifically qualified counselors to advise servicemembers on enrollment, academic matters, and financial aid. The colleges make sure that educational policies for military students are comparable to those for other students in similar programs.

Among other ways that SOCAD colleges try to help soldiers earn an associate degree is to try to arrange for continued studies by servicemembers stationed at small or isolated posts that have limited or no facilities for formal instruction.

Over 6000 students are now enrolled in SOCAD. The networks will continue to increase in size as new needs are identified at the installation level. Also, curriculums will be reviewed and revised, and new networks will be developed as needed. To keep up with these changes, the SOCAD Handbook will be updated biannually.

Education center staff need to ensure that soldiers are encouraged to visit their local education center and become well informed of their educational opportunities in the Army.

For further information, contact Brenda Lee Kurtsick, HQDA Education Division, DAPME-PP, Hoffman B Room 414, 24th Eisenhower Ave, Alexandria, VA 22332; 202-235-8005.

SOCAD Networks

Accounting
Automotive Maintenance
Aviation Maintenance
Communications Electronics
Computer Maintenance
Construction Technology
Data Processing
Diesel Maintenance
Digital Electronics
Food Service Management
Law Enforcement Services
Management Science
Medical Records Technology
Office Management
Transportation Technology

Flexible (General Studies)

Publications Available Free from the NETWORK

<table>
<thead>
<tr>
<th>Newsletters:</th>
<th>NETWORK Vanguard Nos. 1, 2, and 3</th>
<th>NETWORK Fact Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>NETWORK Circuit No. 1, July 1983</td>
<td>Current Journal Tables of Contents</td>
<td>No. 1 Computer Literacy and the Army Educator</td>
</tr>
<tr>
<td>NETWORK Circuit No. 2, October 1983</td>
<td></td>
<td>No. 2 The NETWORK Inquiries Response Service</td>
</tr>
<tr>
<td>NETWORK Circuit No. 3, February 1984</td>
<td></td>
<td>No. 3 Evaluating Instructional Software</td>
</tr>
</tbody>
</table>

F-24
RESOURCES

A portion of the NETWORK's database contains information on ongoing research efforts. The following citations from the NETWORK's database are five studies supported by the U.S. Army Research Institute for the Behavioral and Social Sciences. These studies reflect the most current efforts related to learning strategies training and its links to Army basic skills educational programs.

**Development and Evaluation of Computer-Based Learning Strategy Training Modules.** Principal Investigator: Donald Dansereau, Texas Christian University. The focus of this research is the development and evaluation of two computer-based learning strategy modules that incorporate training on self-monitoring and self-management of learning strategies. The modules combine two instructional techniques: computer-assisted instruction and cooperative learning (CACL) and focus on training students in summarization and networking strategies. Each module will be formally evaluated by comparing CACL training with lecture text training and with students who receive no training in these techniques. Final modifications of the two CACL modules will be based on the outcomes of experimental evaluation studies. As a result of this study, two computer-based modules that focus on the training of summarization learning strategies and networking learning strategies will be available.

**Self-Motivational Skill Training for Improving Performance in Army Technical Training.** Principal Investigator: Barbara M. Conklin, Denver Research Institute. The purpose of this study is to evaluate the efficiency and effectiveness of computer-assisted instruction (CAIL) in training self-motivational skills and reducing instructor requirements. Previous research with the Self-Motivational Skill Training package found that students receiving this training exhibited higher motivation and higher achievement scores during the military technical training than their peers in the control group. In this research the training was presented by specially trained instructors. Research presents recommendations for using CAIL materials in different contexts as well as all of this training. This research will test the efficiency and effectiveness of CAIL compared with the training presented by instructors, and present all or part of this training. Based on these comparisons, recommendations will be developed for the most efficient and effective use of CAIL and instructors for delivering this training.

**Embodiment Learning Strategies in Well-Marked Texts for Military Training Material.** Principal Investigator: Dr. Jeanne Jones, Chicago Public Schools. The purpose of this research is to develop a training manual which teaches military curriculum writers the following: (a) how to write well-organized, clearly marked texts and graphic materials; (b) how to embed learning strategy instruction in the instructional text; and (c) how to develop the component parts of a mastery learning instructional model. An analysis of instructional objectives and instructional text will be undertaken to identify the appropriate types of text structure needed to support particular types of instructional objectives. This analysis will then proceed to identify appropriate learning strategies needed for learning different text instructional objective combinations. These analyses are based on research findings from cognitive psychology and from practical application in designing and implementing Mastery Learning and Content Driven Comprehension Instruction in the public schools.

**A Study of Learning Strategies for Acquiring Skills in Speaking and Understanding English as a Second Language.** Principal Investigator: Dr. Michael O'Malley, INTERAMERICA Research Associates. Through classroom observations and interviews with teachers and students of English as a second language (ESL), the range and characteristics of learning strategies used in the acquisition of speaking and understanding skills by second language learners will be delineated. In addition, teaching modules blending learning strategies will be developed and tested. Experiential tests will determine, for specific learning activities, whether or not different combinations of learning strategies enhance performance on outcome measures designed to assess English language skills. (See article on page 1 of this newsletter.)

**Research in Reading Comprehension.** Principal Investigator: Dr. M. C. Wittrock, University of California, Los Angeles. This study will investigate generative reading strategies that will increase the ability of educators to teach people, especially low ability young adults, to read with understanding. The procedure involves conducting three experimental studies that investigate generative reading strategies that are most effective for various types of text, including technical instructional materials. Working with military personnel, studies one and two will concentrate on identifying the generative reading strategies that facilitate comprehension of different types of text and determine the relevance and transfer of these strategies to technical training materials and problems in reading comprehension. Study three will build upon the results of prior studies and lead to the construction of self-instructional materials procedures for a sequence of instructional material, e.g., computer-assisted instruction (CAI), that teach generative reading strategies. Generative Reading Strategy Training materials will be available as a result of this study.

**Embedding Learning Strategies in Well-Marked Texts for Military Training Material.** Principal Investigator: Dr. Jeanne Jones, Chicago Public Schools. The purpose of this research is to develop a training manual which teaches military curriculum writers the following: (a) how to write well-organized, clearly marked texts and graphic materials; (b) how to embed learning strategy instruction in the instructional text; and (c) how to develop the component parts of a mastery learning instructional model. An analysis of instructional objectives and instructional text will be undertaken to identify the appropriate types of text structure needed to support particular types of instructional objectives. This analysis will then proceed to identify appropriate learning strategies needed for learning different text instructional objective combinations. These analyses are based on research findings from cognitive psychology and from practical application in designing and implementing Mastery Learning and Content Driven Comprehension Instruction in the public schools.

**Self-Motivational Skill Training for Improving Performance in Army Technical Training.** Principal Investigator: Barbara M. Conklin, Denver Research Institute. The purpose of this study is to evaluate the efficiency and effectiveness of computer-assisted instruction (CAIL) in training self-motivational skills and reducing instructor requirements. Previous research with the Self-Motivational Skill Training package found that students receiving this training exhibited higher motivation and higher achievement scores during the military technical training than their peers in the control group. In this research the training was presented by specially trained instructors. Research presents recommendations for using CAIL materials in different contexts as well as all of this training. This research will test the efficiency and effectiveness of CAIL compared with the training presented by instructors, and present all or part of this training. Based on these comparisons, recommendations will be developed for the most efficient and effective use of CAIL and instructors for delivering this training.

**Embodiment Learning Strategies in Well-Marked Texts for Military Training Material.** Principal Investigator: Dr. Jeanne Jones, Chicago Public Schools. The purpose of this research is to develop a training manual which teaches military curriculum writers the following: (a) how to write well-organized, clearly marked texts and graphic materials; (b) how to embed learning strategy instruction in the instructional text; and (c) how to develop the component parts of a mastery learning instructional model. An analysis of instructional objectives and instructional text will be undertaken to identify the appropriate types of text structure needed to support particular types of instructional objectives. This analysis will then proceed to identify appropriate learning strategies needed for learning different text instructional objective combinations. These analyses are based on research findings from cognitive psychology and from practical application in designing and implementing Mastery Learning and Content Driven Comprehension Instruction in the public schools.

**A Study of Learning Strategies for Acquiring Skills in Speaking and Understanding English as a Second Language.** Principal Investigator: Dr. Michael O'Malley, INTERAMERICA Research Associates. Through classroom observations and interviews with teachers and students of English as a second language (ESL), the range and characteristics of learning strategies used in the acquisition of speaking and understanding skills by second language learners will be delineated. In addition, teaching modules blending learning strategies will be developed and tested. Experiential tests will determine, for specific learning activities, whether or not different combinations of learning strategies enhance performance on outcome measures designed to assess English language skills. (See article on page 1 of this newsletter.)

**Research in Reading Comprehension.** Principal Investigator: Dr. M. C. Wittrock, University of California, Los Angeles. This study will investigate generative reading strategies that will increase the ability of educators to teach people, especially low ability young adults, to read with understanding. The procedure involves conducting three experimental studies that investigate generative reading strategies that are most effective for various types of text, including technical instructional materials. Working with military personnel, studies one and two will concentrate on identifying the generative reading strategies that facilitate comprehension of different types of text and determine the relevance and transfer of these strategies to technical training materials and problems in reading comprehension. Study three will build upon the results of prior studies and lead to the construction of self-instructional materials procedures for a sequence of instructional material, e.g., computer-assisted instruction (CAI), that teach generative reading strategies. Generative Reading Strategy Training materials will be available as a result of this study.

**Embedding Learning Strategies in Well-Marked Texts for Military Training Material.** Principal Investigator: Dr. Jeanne Jones, Chicago Public Schools. The purpose of this research is to develop a training manual which teaches military curriculum writers the following: (a) how to write well-organized, clearly marked texts and graphic materials; (b) how to embed learning strategy instruction in the instructional text; and (c) how to develop the component parts of a mastery learning instructional model. An analysis of instructional objectives and instructional text will be undertaken to identify the appropriate types of text structure needed to support particular types of instructional objectives. This analysis will then proceed to identify appropriate learning strategies needed for learning different text instructional objective combinations. These analyses are based on research findings from cognitive psychology and from practical application in designing and implementing Mastery Learning and Content Driven Comprehension Instruction in the public schools.
EsL from page 1

makes a difference in overall listening and speaking proficiency. At least some of what has been found for strategies in reading can be applied to the areas of listening and speaking. Yet there remains much additional information about applications of language strategies for second language learning that can be discovered by research. The Language Learning Strategies project was motivated by these needs.

The Language Learning Strategies Project

The BSRC students strategies in teaching language learning phases in a descriptive project. In interviews were performed at the first stage as a second language students identified strategies used in the language learning that students used to learn a second language. The experimental phase involved teachers determining the list of strategies used in three language learning strategies with different language tasks. Both phases were conducted within the ESL populations at public schools in Virginia. The same phases were then conducted in the ESL populations at the Virginia Institute.

As part of the descriptive data collection effort, ESL students in two public schools in Virginia were interviewed to identify strategies they used in performing activities common in ESL classrooms. These activities include understanding a teacher's short lecture and delivering an oral book report to the class. By asking students for specific details on what they did to speak or understand more effectively, the BSRC research team compiled an extensive list of strategies used in learning a second language. From this list of strategies and also strategies gleaned from the literature, strategies were selected for experimentation with speaking and listening tasks in Phase II of the study. A pilot test was conducted in the school with ESL students who had not participated in the interviews. These students, who shared many characteristics with the entire ESL population, were all judged to be at the intermediate level of overall English proficiency, and were of different ethnic origins, such as Hispanic, Asian, Middle Eastern, African, and European.

The students were randomly assigned to form two experimental groups and one control group. The experimental groups were shown how to use strategies and why they were important. They were then instructed to use the experimental strategies deliberately with three language tasks. The control group students were not provided learning strategies instruction but were told to perform these tasks as they normally did.

The Tasks and Strategies

Three tasks that are typical of ESL classes were selected and paired with instruction on promising learning strategies. Tests in listening comprehension, speaking, and vocabulary were administered before and after the learning strategies had been taught.

To facilitate this process, students in the two experimental groups were taught first, to group new words according to some common semantic characteristics, and second, to imagine the words in each group interacting in some meaningful way. For example, the words "wave, dock, car, and rope" could be grouped into a category entitled "The River," and a dramatic mental image created by the student to include all of the words in the group. The rationale behind using these strategies to learn new vocabulary was that the student would become an active processor of information, manipulating the new words instead of merely receiving them passively. Further, recall of individual words would be facilitated by calling forth the mental picture the student had visually created.

- Listening. The second language task, listening to short lectures, was paired with the strategies of selective attention, note-taking, and cooperation. These strategies were selected in order to equip the students for learning situations

---

Language Task Learning Strategy

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Imagination and Grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Selective Attention, Notetaking, and Cooperation</td>
</tr>
<tr>
<td>Speaking</td>
<td>Functional Planning and Cooperation</td>
</tr>
</tbody>
</table>

---

By making learners more aware of their own learning styles, instruction in learning strategies promotes independent learning.
that signal the number of steps involved in a process or the number of important ideas to be discussed. For example, students were taught to focus on such expressions as the main thing is... the most important idea is... first you... next you... and finally... In this way, they were alerted to important ideas or steps about to be introduced and then could use the second strategy, notetaking, to record the item in abbreviated form.

As a final step, students were encouraged to check their notes against those of their classmates in order to ensure the completeness and correctness of both.

* Speaking. The third language activity in the experimental test was designed to enhance the speaking ability of the students through functional preparation and cooperation. Functional planning required the students to examine carefully the oral task before them and then to determine if they knew the language necessary to accomplish the task. The teacher and the class filled in gaps that occurred in the students' repertoire of available language. This was coupled with practice sessions in small groups, where each student presented his/her speech and the others were responsible for providing corrective feedback regarding the delivery, comprehensibility, and the organization of the report, and the appropriateness of language. This cooperative process was felt to be important for using one's peers as a valid language resource in addition to the teacher or the textbook.

Results and Their Relevance for the Army

The experimental test in the public schools has just recently been completed, and preliminary results indicate that the conscious use of these strategies enhances comprehension, retention, and communication. Particularly promising are the strategies of selective attention and functional planning. These are strategies that students can use on their own for any listening or speaking task, and may provide the first steps toward making the students effective and independent learners.

The information obtained through the interviews and actual experimental testing of the strategies in the public schools is directly relevant to the current needs of the Army. LEP recruits can be taught the conscious use of strategies as an effective means of increasing their language learning both in the classroom and outside as they perform their military duties. Phase I, where the range and frequency of strategies was obtained in interviews, is currently being conducted with an ESL population in the Army and within the next few months, experimental treatment conditions will be developed and implemented with a similar target population. The information obtained should be extremely valuable to the Army as decision-makers contemplate ways in which to enhance the listening and speaking capabilities of LEP recruits.

The research effort described in this article is being conducted by the Basic Skills Resource Center (BSRC) at Inter-American Research Associates, Inc. in Rosslyn, Virginia. The BSRC is funded by the U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, Virginia under contract No. MDA903-82-C-0164.

The following reports will be produced:

1. Review of literature on use and teaching strategies in acquiring English as a second language
2. Current use of learning strategies by ESL students and teachers in public high school settings
3. Effectiveness of learning strategies training for ESL students in public high schools
4. Current use of learning strategies in Army ESL students
5. Effectiveness of learning strategies training for Army ESL students

For more information, contact Dr. Robert Russo, Basic Skills Resource Center, 1555 Wilson Boulevard, Suite 308, Rosslyn, VA 22209 (703) 522-0665.

References:
Services from page 1

NETWORK to determine if anyone had undertaken objective evaluations of the PLATO basic skills software and to obtain some general guidelines on evaluating courseware.

In response to this request, our Information Specialist sent:

- Twenty relevant citations from the Educational Resources Information Center (ERIC), the National Technical Information Service, and the National Clearinghouse for Bilingual Education databases;
- Names and addresses of four centers that evaluate instructional software;
- A report entitled, "PLATO System Spurs Students to New Achievements;"
- The name, address, and telephone number of a contact at Control Data Corporation, the producer of PLATO.

Based on a review of the twenty citations which included short abstracts of research on the use of the PLATO Basic Skills System, the teachers began to accept the idea of using PLATO. Mr. Campbell wrote back to the NETWORK:

"Our four teachers of Basic Skills and the four learning laboratory monitors (all users of PLATO) had expressed doubts about the content validity of PLATO software. They wanted to see what other educators thought of the software, and to find out what other studies of the software already existed. After reading the extracts you sent, they already feel more satisfied.

Education Center staff wished to emphasize that PLATO is a useful supplement to their basic skills program. However, teachers attuned to the individual educational needs of the student and available to give encouragement are essential to the success of the program.

Mr. Campbell volunteered information about additional uses of NETWORK services made by the Education Center:

- Working in conjunction with the local library, the education center staff also acquired copies of several documents that were identified and cited in the materials provided by the NETWORK.
- By reading a NETWORK Fact Sheet, he learned about some testing issues related to the Ft. Meade programs.
- A senior member of his staff used the Journal of Educational Issues to identify potential topics for teacher inservice activities.

Campbell added that one of his staff used these materials as the basis for initiating a self-instruction program that led to a job as a software librarian with a major computer company.

We hope this example gives our audience some suggestions for how to use the NETWORK's services and that you will contact the NETWORK with your questions; our staff is always eager to help. If you have any complaints or queries, please write back to us.

NETWORK Circuit is published quarterly by the Military Educators Resource NETWORK. It facilitates the exchange of information among military educators throughout the world. The NETWORK is part of the Basic Skills Resource Center-BSRC-and is funded by the Department of the Army, through the U.S. Army Research Institute and the Adjutant General's Office.

The NETWORK is operated by InterAmerica Research Associates, Inc., pursuant to Contract No. MDA 904-82-C-0106. The views expressed in this publication do not necessarily reflect the views of the sponsoring agency.

This work is not copyrighted. Readers are free to duplicate and use all or any portion of it. In accordance with accepted publication standards, InterAmerica requests that proper credit be given for additional information on the NETWORK's resources and services. Contact Military Educators Resource NETWORK, 1555 Wilson Boulevard, Suite 508, Rosslyn, Virginia 22209, (703) 522-0197.

Rocco P. Russo, BSRC Director
Robert M. Manter, President, InterAmerica Research Associates, Inc.

Military Educators Resource Network
1555 Wilson Boulevard, Suite 508
Rosslyn, Virginia 22209
APPENDIX G

Copies of the NETWORK Fact Sheet
APPENDIX G

Network Fact Sheet

No. 1
August 1983

Computer Literacy and the Army Educator

The rapidly growing computer industry is fast becoming a viable component in education and training settings. Computers are frequently being used to improve many aspects of learning, teaching, and managing instruction. All educators, including military educators, need to understand the educational potential of today's electronic age. Thus educators as well as students are faced with acquiring an understanding of computers in educational settings. As such, they must become computer literate.

Numerous attempts to define computer literacy can be found in the current professional literature. Definitions range from the narrow, involving only the ability to communicate with a computer, to the comprehensive, which in addition includes the ability to evaluate computer applications and an understanding of the impact of the computer on our society. Although the definitions vary, there seems to be a consensus that computer literacy is a basic skill and essential for functioning adequately in our emerging technological society.

The Association for Supervision and Curriculum Development (Garrison and West, 1982) has defined computer literacy as the knowledge of:
- How computers are used
- What a computer can and cannot do
- What a program can and cannot do
- How computers work
- How to use a computer
- The impact of computers on society
- How computers develop skills of decision making and coping with change.

- Introduction to or awareness of programming
- In addition, educators need to know
- Sources of information (books, journals, organizations)
- Methods of critiquing software
- Sources of software
- Occupational outlook for computer literate people
- Classroom applications and the possible evolution of new roles for teachers and students

How Computers Are Used in the Educational Setting

The use of computers in the educational setting can be summarized as follows (Chapin et al., 1982):

1. As an Aid in Teaching Problem Solving: The need for a clear definition of a problem and the step-by-step procedure necessary to solve a problem using a computer provides an excellent technique for teaching problem-solving skills.

2. As a Course of Instruction:

3. Word Processing: The ability to easily manipulate text allows a student to focus on content and style.

4. Computer-Assisted Instruction:

5. Drill and Practice: Supplementary to the regular classroom instruction, this application can be a valuable tool to students.

6. Tutorial: This approach of system assumes the major burden of instruction. The student is led through material in an orderly way; the computer monitors the student's responses and branches within the program according to the student's needs as demonstrated by the student's responses.

Simulation: In this computerized instruction, the program can be represented and can be affected by the student's decisions to change specific parts. Cause and effect can be approximated, the student is actively involved and makes decisions that affect the eventual outcome.

Computer-Managed Instruction

This educational use of the computer provides efficient management of the classroom by assigning instructional units, monitoring student progress, diagnosing learning problems, and choosing instructional units for individuals and groups much more quickly and accurately. An example of educational management systems is the Michigan Teacher Support System.

Guidance and Counseling Systems are available that aid in self-assessment of skills and interests, and identification of short- and long-range goals. Current information on educational opportunities, financial resources, and occupational opportunities is also provided by the computer.

Steps in Implementing Computers in the Educational Setting

The following outline is derived from a Planning Guide to Successful Computer Instruction published by Electronic Courseware Systems, Inc.

G-3
Refer to this guide for elaboration of the topics presented here.

1 Planning a Computer Instruction
   Site Planning is a critical component of success in implementing computerized instruction. The following items suggest what must be addressed when preparing a development proposal, identifying resources and support, and developing a plan of action:
   - Objectives
   - Rationale/Justification
   - Resources available/needed
   - Budget/Finances
   - Evaluation scheme
   - Implementation timetable
   - Administrative support
   - Staffing
   - Opposition
   - Existing computer services
   - Gathering support
   - Scheduling/Management of computer operations

2 Select Hardware Listed below are criteria to consider when selecting computer equipment:
   - Speed of interaction
   - Ease of operation
   - Dependabilities and durability
   - Quality of graphics
   - System support (availability of help with hardware problems)
   - Power of language(s) available on computer
   - Requisite peripheral hardware
   - Available coursework
   - Cost of maintenance
   - Purchase price
   - Quality of documentation

3 Select Computer Software Suggested criteria for the selection of instructional programs are:
   - Presentation techniques
   - Visual effects and timing
   - Student/machine interaction
   - Teaching strategies
   - Use of special function keys
   - Richness of branching
   - Overall style and organization
   - Subject matter accuracy
   - Technical/mechanical functioning
   - Supporting documentation

Computers are being used effectively in the educational environment. They permit individualization of instruction to an extent impossible to achieve using traditional classroom techniques. This Fact Sheet is intended to be a brief orientation for educators who wish to acquire computer literacy skills relevant to education and training. The references below are just a few of the voluminous materials available in aid of the use of computers in education.

REFERENCES


J. E. L., A Journal for Instructors, CONNECT Magazine, PO Box 3951, Greensboro, NC 27414


Educational Computing and Educational Computing Publications, Inc., 300 Mill Hill Road, Western Washington University, Bellingham, Washington 98226

J. E. L., A Journal for Instructors, 11 Turnham Lane, Westerly CT 03893

For further information, contact the editor at the address above.

Organizations

American Educational Research Association, 1433 Constitution Ave., Washington, DC 20005

American Psychological Association, 1200 17th St., N.W., Washington, DC 20036

American Educational Research Association, 1433 Constitution Ave., Washington, DC 20005
APPENDIX G
Page 3 of 8

The Network Inquiry Response Service

We would like to encourage you to take advantage of the Inquiry Response Service that is provided by the Military Educators Resource NETWORK. The NETWORK is evolving to help Army educators with the challenges they encounter in providing effective educational programs. We aim to keep Army education professionals informed of current research and significant developments in the adult education field. The NETWORK's Inquiry Response Service has been designed to answer your specific needs for educational information.

How to Contact The NETWORK

You can contact us with your requests by phone or by mail. NETWORK staff are available to receive calls between 9:00 am and 4:30 pm eastern time at (703) 522-0667; or use AUTOVON 851-3350 and ask for "off-net government official call to 522-0667." A telephone message service is available at the same number at all other times. Written requests may be sent to:

Military Educators Resource NETWORK
1555 Wilson Boulevard, Suite 508
Rosslyn, VA 22209

Information Requests Received by The NETWORK

To let you know how other Army education professionals are using The NETWORK's Inquiry Response Service, a number of the information requests The NETWORK has received and answered are presented below.

Instructional Planning
- I would like a literature search on the quality of learning, insofar as comprehension and attention span are related. I am investigating the possibility that switching learning modes may increase attention span.
- I'd like to identify self-paced instructional materials for basic skills, especially for reading, math and languages (not ESL). Who delivers education courses or programs via satellite? I am interested in for-credit courses.
- I want a literature review on pictorial imagery as it relates to reading comprehension.
- I would like information about the effectiveness of self-paced instruction, caveats to be aware of in implementation and information about which materials work better than others.

Instructional Materials
- I am interested in knowing what other ESOs are doing and what materials they are using in their BSEP II programs — in order that my program might be improved. All areas of BSEP II are appropriate but reading is the primary problem here.
- Our installation is in the process of revising our basic skills program, so I am interested in looking at various curricular materials (reading, writing, ESL, etc.) that might provide direction for our revisions.
- Please send a list of materials useful for remedial writing/language skills classes — not for ESL students, but for those needing a refresher in grammar, capitalization, spelling, punctuation, etc.
- I am interested in obtaining some general information about ESL programs that can be incorporated into existing program.

Computer-Assisted Instruction
- Has anyone undertaken objective evaluations of the PLATO basic skills software?
- I would like some general guidelines on evaluating software/courseware.
- I have heard of a DANTES-funded project at the University of Missouri to design computer-based correspondence courses. I would like more information on this and some points of contact.
- We have recently had PLATO terminals installed, so I would like to locate materials to assist in understanding and using the system.
- I need general information, in way of an overview of the use of computers in education, the available hardware and software, and guidelines for evaluation of equipment and courseware.
- For my own use, please forward materials which assist those outside the computer field in becoming computer literate.
- Please send an annotated bibliography on computer-assisted instruction.
- Please send information on the comparative pricing of software for teaching technical skills, math and languages.
- Please do a literature search on the attitudes of instructors, administrators, etc. (users that are not students) toward computer-assisted instruction.
- Please send general information/articles on computer-based education.
- I would like a listing of PLATO's basic skills programs.
- I would like to locate materials which describe the content validity of PLATO software.
- I am interested in materials in the area of CAL, self-paced or individual instruction, which could be used on an Apple II.
- I am interested in software used for basic skills training (e.g., math, literacy, etc.).
Other Areas
- What is the distribution of reading grade levels for 18-year-olds/college level individuals in the U.S.? I want a graph showing a breakdown by sex.
- What is the response of counselors when the expected outcome of their counseling is not achieved?
- Please forward a list of educational associations in the Washington, DC Metro area.
- I am interested in the measurement of basic skills programs outcomes, for both the Army and other military services.
- Can you find information concerning a useful predictor for the GT subtest? The SCAT is no longer useful since renaming.
- I am interested in any publications on mentoring in the military.
- I am interested in identifying predictive validity of tests, particularly as related to the TABE (Test of Adult Basic Education).
- I would like any information on the history of the development of basic skills programs in the Army.
- I would like a list of Army education programs.
- I am interested in information about issues management and crisis management related to educational settings.
- I would like to see examples of needs assessment forms used in the education sector.
- I am interested in information on the study of stress factors relating to the performance/endorsement of special forces personnel.
- I would like information about the skill levels of high school students.
- How could I obtain a copy of the GAO report on the Army Basic Skills Education programs?

What to Expect:
A Sample Request and NETWORK Response

The NETWORK staff have received a number of requests that focus on the identification of information related to computer-assisted instruction, especially the PLATO system. A summary of a typical request and response is presented below.

Request: Our Education Center has just installed several PLATO terminals. I am interested in knowing if anyone has undertaken objective evaluations of the PLATO basic skills software. In addition, since the system is new to our staff, I am interested in general information about the PLATO system, which would assist our staff to better understand the uses of this system.

Response: A customized database search was conducted and citations and abstracts of relevant guidebooks, reports, and articles were identified and reproduced. Two of these citations appear here as an example. In addition, the names and addresses of several organizations which specialize in the evaluation of educational software were identified and were included in the package of information prepared in response to this request.

How You Can Help Us Help You
To answer your questions as completely and efficiently as possible, we are developing a computerized database that contains descriptions of relevant articles, papers, monographs, books, pamphlets, newsletters, etc. However, to give you the best service, we need your help. There are two ways you can help us help you. First, contact the NETWORK with your information requests. Your requests guide NETWORK staff in selecting the topics of documents to be cited and abstracted in the NETWORK database. The second way you can help is by letting us know now what subject areas are of special interest to you. Attached is a list for you to check off those subject areas that are of primary interest to you. Please complete place in a government franked envelope, and mail using the enclosed label.

If there are other educational personnel that might benefit from The NETWORK's Inquiry Response Service, please photocopy this list and pass it on.
### Subject Area Checklist

To further develop the NETWORK computerized database, we need to know the topics and/or subject areas that are of primary interest to you. From the list below, indicate those areas for which information would be beneficial to you in the operation of your ACES programs. (Check all that apply.)

#### Education
- ☐ Education
- ☐ Counseling
- ☐ Audiovisual courseware evaluations
- ☐ Audiovisual equipment evaluations
- ☐ Basic skills curricula, instructional materials and tests
- ☐ Computer-assisted instruction
- ☐ Curriculum development
- ☐ Curriculum evaluations
- ☐ Educational achievement levels
- ☐ Educational research
- ☐ Functional basic skills, including job-related training, occupational planning, functional literacy and evaluation techniques
- ☐ Individualized instruction
- ☐ Instructional design
- ☐ Literacy standards
- ☐ Psychology of learning
- ☐ Quality assurance for adult programs
- ☐ Self-paced instructional programs
  - Specific skills:
    - ☐ Computation
    - ☐ ESL
    - ☐ Listening
    - ☐ Reading
    - ☐ Writing
    - ☐ Psychomotor
    - ☐ Daily life coping
- ☐ Teacher evaluation
- ☐ Teaching methods
- ☐ Tests and measurements
- ☐ Tuition rates
- ☐ OTHER (specify):

#### Counseling
- ☐ Career maturity
- ☐ Career planning and guidance
- ☐ Civilian labor force market data
- ☐ Computer-based guidance systems
- ☐ Counseling methods
- ☐ Cross-cultural counseling
- ☐ Information of colleges, vocational schools and other educational institutions
- ☐ OTHER (specify):

#### Management
- ☐ Contracting requirements
- ☐ Economic analysis; cost-benefit analysis; effectiveness analysis
- ☐ General management skills
- ☐ Marketing educational programs
- ☐ Needs assessment techniques
- ☐ Program and curriculum evaluation techniques
- ☐ Research methods
- ☐ OTHER (specify):

#### Government/Military Information
- ☐ Demographic data
- ☐ Directives and regulatory information
- ☐ Federal budget appropriations
- ☐ Research and programs in other Army installations
- ☐ Research and programs in other branches of the military
- ☐ State educational agencies policies; educational requirements; legal issues
- ☐ OTHER (specify):

#### Computer Systems
- ☐ Computer equipment evaluations
- ☐ Computer systems compatibility
- ☐ Computer systems evaluation
- ☐ Software evaluations
- ☐ OTHER (specify):

---

**Title/Position:**

**Military Service (circle one):** Air Force | Army | Coast Guard | Marines | Navy

**Military Installation:**

---

**Thanks for your help!**

Once completed, place this checklist in a government franked envelope and mail using the enclosed label.
Evaluating Instructional Software

With the growing number of computers used for instruction, it is important to ensure that they are used to their best advantage. The qualities that differentiate computer instruction from textbook instruction is what should be contained in educational software. Computerized instruction has a unique contribution to make because it provides (Walker, 1983):

- More active learning;
- More varied sensory and conceptual modes;
- Less mental drudgery;
- Learning nearer the speed of thought;
- Learning better tailored to individuals;
- More independent learning;
- Better aids to abstraction.

However, according to Kenneth Komoski of the Educational Products Information Exchange (EPIE) Institute, much of the software now being used does not begin to realize the potential provided by the present technology. Mr. Komoski contends that, to meet their needs, educators should demand that computer courseware provide (Euchner, 1983):

- Emphasis on higher order skills such as analysis and synthesis material;
- Graphics used as an integral part of instruction rather than supplements to the text, which are often distracting;
- Choice in sequence of activities based on individual needs;
- Diagnostic help when errors are made.

The aim of this Fact Sheet is to provide military educators with an outline of suggested procedures for evaluating computer software for the classroom. Additionally, a list of selected resources directs the reader to some of the software directories available, organizations that provide evaluations of courseware, and more detailed guidance on evaluating software. (See NETWORK Fact Sheet No. 1 for a general discussion of implementing computers in the classroom and additional references.) The software evaluation process should consist of the following procedures:

- Establish evaluation criteria;
- Obtain basic descriptive information from potential suppliers;
- Preview software and or complete evaluation checklist.

**Evaluation Criteria**

The need to evaluate computerized instructional materials far exceeds that of print materials because computerized instruction involves very little teacher manipulation compared with textbook instruction where the teacher can modify, augment, and reorder lessons (Heck, et al., 1981). The criteria that will be most useful in evaluating educational software will be tailored to your individual situation. Listed below are suggested questions to answer when reviewing software or when reading published reviews.


**Rationale, Goals, Objectives**

1. Is the program's rationale set forth clearly?
2. Does the rationale make sense?
3. Are the program's goals clearly stated?
4. Are the goals consistent with the program's rationale?
5. Are the goals appropriate for the students who will use the program?
6. Are the goals explicitly stated objectives corresponding to the goals?
7. Do the objectives clearly communicate the developers' intent to the teacher?
8. Is the program compatible with your instructional objectives?
9. Will the program help you achieve your instructional objectives?

**Content**

1. Is the program's content accurate?
2. Is the content complete, and logically organized?
3. Is the range of skills included in the program sufficient to meet the program's objectives?
4. Do the skills match the needs and abilities of students who will use the program?

**Instruction**

1. Does the program use a sufficient variety of instructional strategies?
2. Are the program's objectives shared with students?
3. Are there ample opportunities to practice skills stated in the objective?
4. Is the sequencing of instruction clear?
5. Are the materials free from sexual, social, or racial bias?
6. Does the program provide students with adequate feedback?
7. Is the form of the feedback and the response to student errors appropriate?
8. Does the program provide an adequate record of student performance?

**The Student**

1. Does the program's reading level match student ability level?
2. Is the program self-instructional or will it require teacher intervention?
3. Are instructions to students clear and easily understood?
4. Does the program offer students the option of stopping or exiting?
5. Can students control the duration of the display on the screen?
6. Is the typeface used in the program easy to read?
7. Are student interest and active involvement likely to be maintained?

**The Teacher**

1. How easily can teachers use the program and how easily can they incorporate the program into their instruction?
2. Does the program include materials for the teacher?
3. Are the teacher materials clearly organized?
4. Do the teacher materials explain the program's objectives?
5. Is the information contained in the teacher materials correct?
6. Are the teachers who will use the program familiar with the subject matter content?
7. Are the teachers reasonably convinced that their students can perform well in the program and that they will like it?
8. Do the teachers think the program's teacher materials give them sufficient orientation to operate the program in their classrooms?

**Assessment**

1. Do tests or assessments in the program adequately measure what the program teaches?
2. Is there a good match between the program's goals and assessment procedures?

3. Do the assessment procedures sample a reasonable portion of learning outcomes?

4. Are the most emphasized learning outcomes adequately assessed?

5. Are the items included in the tests carefully and correctly constructed?

6. Are there a sufficient variety of procedures used to assess student performance?

**Evaluation**

1. Did the program go through a development cycle which included field testing?

2. Is the program evaluation report or report of field testing available?

3. Does the program provide evidence that:
   - Students learn by engaging in the program's activities?
   - Students learn what the program developers intend for them to learn?
   - Students enjoy working with the program?

4. Who are the program's developers?

5. Do they have sufficient knowledge of instructional methods, the academic disciplines relevant to the program's content, and the characteristics of the learners who will use the program?

**Cost**

1. What is the program's purchase price?

2. What is the cost of consumable supplies, materials needed for the program?

3. What is the annual per pupil cost of the program?

4. What is the cost of any training necessary to prepare teachers to use the program?

**Basic Descriptive Information**

Before effort is invested in reviewing software, basic descriptive information such as price and compatibility with available hardware should be obtained. It would be useful to develop a form letter to request this factual information, which software suppliers should be able to provide either directly, or through promotional literature (Heck, 1981).

**Previewing Software**

When possible, hands-on experience with the software provides the most dependable evaluation. The National Council of Teachers of Mathematics (NCTM) suggests that the reviewer run each program as a successful student would and also run through the program making various types of errors. The NCTM has developed a Software Evaluation Checklist that, when tailored to your specific needs, can be used both when the software is available for review and also when you must rely solely on published reviews (Heck, 1981).

**Responsible Courseware Selection**

EPICE Institute and Consumers Union are concerned that educational funds are being wasted on inadequate software. They have recommended a seven step process to help educators make responsible decisions, which is published in the evaluation of computerized instruction (EPICE Institute, April 1983):

1. Needs Analysis. Do not begin by looking at courseware. Think first about where you want to integrate courseware into your curriculum and why.

2. Specification of Courseware. Write a clear, full “spec” of the courseware you are looking for.

3. Identification of Courseware. Make a search of available courseware directories. (See References.)

4. Evaluation of Courseware. Use published evaluations to get further information about the courseware you have identified as a result of your search of directories. (See References.)

5. Preview (by teachers and with students). Previewing any courseware you are considering buying is an absolute necessity.

6. Recommendations on Purchase and Potential Use. Following the preview, write a statement explaining why a piece of courseware is recommended or not recommended for purchase. In the event of a positive statement, include suggestions for optimal use that may have become apparent during the preview period. Attach this statement to the documentation of purchased courseware.

7. Post-Use Feedback from Teachers and Students. Let the comments of teachers and students who have used a piece of courseware guide its improved implementation as well as inform future purchases.

Educators who have responsibility for implementing computerized instruction have many resources to turn to for guidance. The following references are only a sample from an abundance of information that is available.

**References**

Applications of Microcomputers for Instruction and Educational Management—Special Issue of AEDS Journal Vol 17 Nos 1 and 2 Fall and Winter 1983

Association for Educational Data Systems Proceedings Washington, D.C. AEDS 1982

Braun, L. 'Quality Software: How to Know When You've Found It' Electronic Learning, Vol 1 No 2, November December 1981 pp 33-36


Educational Software Selector. Watertull, New York EPICE Institute 1982

EPICE Institute. Seven Steps to Responsible Courseware Acquisition and Use The Computer Teacher, Vol 10 No 8, April 1983 pp 35-36

Euchter, Charlie; Kenneth Komosa Helps War Consumers in Evaluating Computer Products for Schools Education Week (Reprints) Vol II No 9 February 2, 1983


Sandler, David and Roger Kenner 'Whisper Call: The Need for Computer Science Courses in Schools' Spec Vol II No 1, 1983 pp 33-39

Walker, Decker F 'Reflections on the Educational Potential and Limitations of Microcomputers' Phi Delta Kappan, Vol 65 No 2, October 1983 pp 103-107

**Examples of Organizations Exchanging or Evaluating Software**

Association for the Development of Computer Based Instructional Systems Western Washington State College, Bellingham, Washington 98225

Educational Products Information Exchange Institute Consumers P.O. Box 8133 Stanley Black New York 11102


Makers, Northeast Regional Educational Laboratory 5200 Washington Avenue Portland, Oregon 97214

Minnesota Educational Computing Consortium 2501 Brooks Drive St. Paul Minnesota 55115
APPENDIX H

Copies of the NETWORK Vanguard*

* Tables of Contents reproduced with the publisher's permission.
The NETWORK Vanguard contains the tables of contents from journals selected for their relevance to adult basic skills education programs and research. The Military Educators Resource NETWORK provides this service four times a year to help Army educational personnel keep informed of current developments in their field.

The tables of contents appear in alphabetical order according to journal name. A list of journals included, along with ordering information can be found on page 2. In addition to the address, frequency of publication and subscription price are provided. In some cases, a single copy (S.C.) price is given. "UMI" indicates that copies of articles can be obtained from University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106. Reprints of articles sometimes are available from the author or the journal itself. If your installation library does not carry a particular journal, your librarian may be able to obtain a copy through the interlibrary loan system.

We welcome suggestions on specific journals or types of journals to include in future issues. If you have a suggestion or an information request, call or write: Military Educators Resource NETWORK, 1555 Wilson Boulevard, Suite 508, Rosslyn, VA 22209, (703) 522-0667 or use AUTOVON 851-3550 and ask for "off-net government official call to 522-0667."

The Military Educators Resource NETWORK is an information center that has been established to enhance the Army's educational programs by linking military educators throughout the world. The NETWORK's services and products help these educators keep informed of current research and significant developments in education. A computerized database contains the latest information in adult basic skills education programs and research, descriptions of various programs operated at Army installations, and directory information to be used for referrals. Among the free services and products offered are an inquiry response service, a points of contact referral service, periodic fact sheets, and a quarterly newsletter.
<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Address</th>
<th>Subscription Information</th>
<th>Owner/Editor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education Quarterly</td>
<td>1201 Sixteenth Street, N.W., Suite 301, Washington, DC 20036</td>
<td>4/yr. $21.00 nonmember; S.C. $5.00</td>
<td></td>
</tr>
<tr>
<td>AERA Journal</td>
<td>1201 Sixteenth Street, N.W., Washington, DC 20036</td>
<td>4/yr. $25.00 nonmember; UNI.</td>
<td></td>
</tr>
<tr>
<td>Computer: The Journal for Progressive Complating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Educational Technology Publications, Inc. 140 Sylvan Avenue Englewood Cliffs, NJ 07632</td>
<td>12/yr. $49.00; S.C. $6.00; UNI</td>
<td></td>
</tr>
<tr>
<td>Human Learning: Journal of Practical Research and Applications</td>
<td>Journal of Computers in Education Subscriptions John Wiley &amp; Sons, Limited Baffins Lane Chichester, Sussex, UK</td>
<td>4/yr. $79.50</td>
<td></td>
</tr>
<tr>
<td>LifeLong Learning: The Adult Years</td>
<td>American Association for Adult and Continuing Education 1201 Sixteenth Street, N.W., Suite 301 Washington, DC 20036</td>
<td>12/yr. $15.00. S.C. $2.75. UNI</td>
<td></td>
</tr>
<tr>
<td>Online Learning Journal</td>
<td>Online, Inc. 11 Tennyson Lane Weston, CT 06880</td>
<td>6/yr. $78.00</td>
<td></td>
</tr>
<tr>
<td>Journal of Computers in Education</td>
<td>Gordon Hayes, Executive Secretary</td>
<td>409 Miller Hall Western Washington University Bellingham, WA 98225</td>
<td></td>
</tr>
<tr>
<td>TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages</td>
<td>James E. Alatis</td>
<td>School of Language and Linguistics Georgetown University Washington, DC 20057</td>
<td></td>
</tr>
<tr>
<td>T.H.E. Journal (Technology and Higher Education)</td>
<td>Synergy, Inc. 7 Spruce Street</td>
<td>P.O. Box 992 Acton, MA 01720</td>
<td></td>
</tr>
<tr>
<td>Reading Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROJECT INNOVATION Box 566 Chula Vista, CA 92010</td>
<td>4/yr. $8.00 individual; $11.00 institution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Educational Evaluation and Policy Analysis

Volume 5, Number 2

The Role of the State in the Governance of Higher Education
Lyman A. Glenny and Frank A. Schmidtlein

Some Cautions in Synthesizing Research Studies
Penny Hauser-Cram

Follow-up Models in Teacher Education
Gary deVos and Donald Hawk

The Effects of State Local Fiscal Constraints on Education Financing
Kenneth E. Quindry and William F. Fox

A Federal Evaluation Agenda for the 1980s: Some Speculations and Suggestions
Howard E. Freeman

Authority and Governance in Curriculum Development: A Policy Analysis in the United States Context
Edmund C. Short

United States School Finance Policy, 1955-1980
James W. Guthrie

Youth Unemployment and Its Educational Consequences
Henry M. Levin

Evaluation and Incrementalism: The AIR Report and ESEA Title VII
Iris Poll Berke

Page 5 of 50
CONTENTS

677 Commentary
Walter H. MacGinnis
The power of uncertainty

684 Determining instructional reading level: Standardized multiple choice versus IRH project questions
Jay S. Blanchard, Paul Barthome, Jr., Ann Hall
This study compared results of standardized reading tests with internal reading inventories to determine whether teachers should favor one scale over the other as an indicator of instructional reading level

690 Effects of a content area reading course on teacher attitudes and practices: A four year study
Lora L. Shogals
A survey of various groups of teachers reveals a generally positive attitude toward content area reading courses. This positive attitude translates into classroom practice when teachers have taken such a reading course

692 Computer assisted instruction in reading
Marcia Marsh
Describes early CAI reading projects, reports on subsequent research, and suggests direction for future curriculum development

700 Summer Techniques: A Vignette
Eva Engberg
A Swedish impecal talks about his work and the role of reading and writing in helping immigrants achieve full integration.

707 What we use phonology to read? What Chinese can tell us
Mae. M. Breslau
This study with adult readers in Hong Kong indicated that the highly educated Chinese/English readers used phonological encoding but the less educated Chinese-only readers did not. Why?

714 Improving reading through prior knowledge and writing
Joseph Suracev
Techniques he stimulates students to use background knowledge in reading content area texts; pre-a scheme to teach students common test structures by having them write to the model

721 Summer ES conferences, institutes, workshops

722 Notifications for IRA Awards 1983-84
Computer Enhanced Collaborative Learning: A New Technology for Education, By G. Christian Jormstvedt. The impact of computers in education at present is principally in saving time for teachers and students and in raising attitudes and achievement in learning. 96

Change: Like it or Not!, By Lt. Col. William J. Walklin. Educators are looking for blackboards and overhead projectors but are confronted with computers, videoconferencing, and handheld devices that speak several languages and television sets the size of a wall. 102

Microcomputers: Better Pills to Swallow—RX for Successful Implementation Effects, By Dr. Donald R. Grossnickle & Bruce A. Laid. An unprecedented retooling of the present teaching force will be required as most educators completed their education training to the knowledge of computers, or at least, on the college campus. 106

The Computer as a Humanizing Influence in Education, By Robert Newton Barger. The computer is not a natural enemy of man. Quite the opposite! 109

Interactive Video Instruction and The Dreaded Change in Education, By Dr. Bevile Jo Price & Dr. George E. Marsh. Interactive video has the potential to transform the educational delivery system in public education. 112

STRESS MANAGEMENT
40 Stress Management Problems in the Banking Profession
By Richard J. Mersky
Stress management is more effective when it focuses on the manager's specific job responsibilities and organizational environment.

LISTENING SKILLS
44 Therapeutic Listening—A Communication Tool
By Glen W. Murphy
Training in encouragement and blocking techniques goes beyond using listening concepts to develop more productive and impact relationships among manager-employee relationships.

EVALUATING TRAINING PROGRAMS
48 The Numbers Game: Putting Value on Human Resources Development
By Patricia Goleman
After years of being a critical issue, and in spite of waves of methods and models, HRO professionals are still seeking ways to make evaluation meaningful.

52 What Can Trainers Learn from Educators About Evaluating Training?
By James C. Galvin
Professional educators developed a flexible evaluation model that can be used for management training programs and are virtually oriented methods.
The NETWORK Vanguard contains the tables of contents from journals selected for their relevance to adult basic skills education programs and research. The Military Educators Resource NETWORK provides this service four times a year to help Army educational personnel keep informed of current developments in their field.

The tables of contents appear in alphabetical order according to journal name. A list of journals included, along with ordering information can be found on page 2. In addition to the address, frequency of publication and subscription price are provided. In some cases, a single copy (S.C.) price is given. "UMI" indicates that copies of articles can be obtained from University Microfilms International, 300 N. Zebee Road, Ann Arbor, MI 48106. Reprints of articles sometimes are available from the author or the journal itself. If your installation library does not carry a particular journal, your librarian may be able to obtain a copy through the interlibrary loan system.

We welcome suggestions on specific journals or types of journals to include in future issues. If you have a suggestion or an information request, call or write: Military Educators Resource NETWORK, 1555 Wilson Boulevard, Suite 508, Rosslyn, VA 22209, (703) 522-0667 or use AUTOVON 851-3550 and ask for "off-net government official call to 522-0667."

The Military Educators Resource NETWORK is an information center that is being pilot tested to enhance military educational programs by linking military educators throughout the world. The NETWORK's services and products help these educators keep informed of current research and significant developments in education. A computerized database contains the latest information in adult basic skills education programs and research, descriptions of various programs operated at Army installations, and directory information to be used for referrals. Among the free services and products offered are an inquiry response service, a points of contact referral service, periodic fact sheets, and a quarterly newsletter.
List of Journals

Adult Education Newsletter

Circulation and Advertising Manager
American Association for Adult and Continuing Education
1201 Sixteenth Street, N.W., Suite 210
Washington, D.C. 20036

4/yr. $16.00 nonmember, S.C. $5.00

ARA Journal
Association for Educational Data Systems
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

4/yr. $32.00 nonmember, UMI

American Educational Research Journal

ARA Subscriptions
1230 Seventeenth Street, N.W.
Washington, D.C. 20036

4/yr. $16.00 nonmember individual; $21.00 institution, S.C. $5.50 + postage and handling.

Basic Education

Council for Basic Education
725 Fifteenth Street, N.W.
Washington, D.C. 20036

8/yr. $25.00; S.C. $2.75, UMI

The Computing Teacher

International Council for Computers in Education
135 Education
University of Oregon
Eugene, OR 97403

9/yr. $16.00

Educational Evaluation and Policy Analysis

AEA Subscriptions
1230 Seventeenth Street, N.W.
Washington, D.C. 20036

4/yr. $16.00 nonmember individual; $21.00 institution, S.C. $5.50 + postage and handling.

Educational Technology

Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, N.J. 07632
12/yr. $49.00; S.C. $6.00, UMI

Electronic Learning

902 Sylvan Avenue
Englewood Cliffs, N.J. 07632
8/yr. $19.00; S.C. $3.50, UMI

Journal of Computer-Based Instruction

Gary H. Hayes, Executive Secretary
ADES, International Headquarters
405 Miller Hall
Western Washington University
Bellingham, WA 98225

4/yr. $18.00 nonmember individual; $36.00 institution (includes annual meeting proceedings), S.C. $6.50, UMI

Journal of Reading

International Reading Association
P.O. Box 8139
Newark, DE 19711

8/yr. $25.00; S.C. $3.25, UMI

Lifelong Learning: The Adult Years

American Association for Adult and Continuing Education
1201 Sixteenth Street, N.W., Suite 230
Washington, D.C. 20036

Final Issue. S.C. $2.75, UMI

Lifelong Learning: An Omnibus of Practice and Research

American Association for Adult and Continuing Education
1201 Sixteenth Street, N.W., Suite 230
Washington, D.C. 20036

8/yr. $25.00; S.C. $2.75, UMI

Online

Online, Inc.
11 Tannery Lane
Weston, CT 06880
6/yr. $18.00

Phi Delta Kappan

Phi Delta Kappa, Inc.
Eight and Union
P.O. Box 789
Bloomington, IN 47402
10/yr. $20.00; S.C. $2.50, UMI

Teach Quarterly: A Journal for Teachers of English to Speakers of Other Languages

James E. Alatis
School of Language and Linguistics
Georgetown University
Washington, D.C. 20057

4/yr. $30.00 membership includes Journal subscription

T.H.E. Journal (Technological Horizons in Education)

Synergy, Inc.
7 Space Street
P.O. Box 992
Acton, MA 01720

8/yr. Free on limited basis; Other subscriptions $15.00; S.C. $2.50

Vocational Education: Journal of the American Vocational Association

American Vocational Association
2200 North Fourteenth Street
Arlington, VA 22201
8/yr. $20.00; S.C. $2.50, UMI
ADULT EDUCATION QUARTERLY

CONTENTS

ARTICLES

Job Literacy and Job Performance Among Nurses at Various Employment Levels
Larry Musicka and Dorothy Wawerker

Development of a Thurstone Scale for Measuring Attitudes Toward Adult Education
Adrian Blunt

Distribution of Adult Education: The Norwegian Case
Odd Nordhaug

The Concept of Autonomy in Adult Education: A Philosophical Discussion
Addie Chese

FORUM

The Boyd and Apple Conceptual Model of Adult Education: A Critical Examination
Peter S. Loeckenhoff

The Use of Documentary Sources in Adult Learning and Development Research
Sharan B. Merriam and Edward V. Jones

BOOK REVIEWS

Penland, Smith, Robert M., Learning How to Learn: Applied Theory for Adults

ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS

VOLUME 16 ■ SUMMER 1983 ■ NUMBER 4

The Effect of All-Capital vs. Regular Mixed Print, as Presented on a Computer Screen, on Reading Rate and Accuracy
Maribeth Henney

A Comparison of Factors Affecting the Elective Selection of Introductory Computer Courses
Michael J. Hannafin

and Dennis D. Cole

Cognitive Processes and Success of Students in Instructional Computer Courses
Dorothy Jo Stevens

An Experimental Investigation Utilizing the Computer as a Tool for Stimulating Reasoning Skills
Kathy B. White

and Rosann Webb Collins

Improvement of Basic Mathematical Skills with PLATO: An Experiment
J. H. Poore

and J. W. Hamblen

Subject Index

Author Index

Contents of this journal are available in Microform from Xerox University Microfilms, 300 N. Zeeb Road, Ann Arbor, MI 48106
Educational Evaluation and Policy Analysis

Volume 5, Number 3  Fall 1983

Validitas and Use of the Classroom Environment Scale

Darrell L. Fisher and Barry J. Fraser .................................................. 261
A Broad's-eye View of a Counseling Program
Lillian Biermann Wehmeyer .............................................................. 273
Sex Differentials in the Salaries of College Admissions Officers
David W. Chapman ........................................................................... 285
Problems with Research on Educational Leadership Issues to be Addressed
Joseph Murphy, Philip Hallinger, and Alexis Mitman ......................... 297
Studying Enrollment Declines and other Timely Issues via the Case Survey
Michael A. Berger ........................................................................... 307
Formulation of a Structural Equation Model for the Evaluation of Curriculum
Joan K. Gallini and Margaret E. Bell ...................................................... 319
Economic Evaluation of Education: A Critical Analysis in the Context of Applications to Educational Reform in El Salvador
Steven J. Klee and Stuart P. Wells ......................................................... 327
Evaluating Educational Programs: An Integrative, Causal-modeling Approach
Margaret C. Wang and Herbert J. Walberg ............................................. 347
Revisiting the Role of Organizational Effectiveness in Educational Evaluation
Linda S. Lotto .................................................................................. 367

Book Reviews

Evaluation in School Districts: Organizational Perspectives by Adrienne Bank and Richard C. Williams (Eds.) with the assistance of James Barry
William G. Spady ........................................................................... 379
Reanalyzing Program Evaluations by Robert F. Boruch, Paul M. Wortsman, David S. Cordray, and Associates
Robert G. St. Pierre ........................................................................ 383
CONTENTS

1 Commentary
Gerard Garofalo
Is experimental research moving us?

8 Using the spelling/meaning connection to develop word knowledge in older students
Shane Templeton
The spelling of English words very often reflects the meaning of the word more than its sound. This article offers an instructional sequence to help students make use of this in learning to spell and increase their vocabulary.

10 The Victor Hugo in Dan country—developing a mother-tongue body of literature in a multilingual society
Margit Bohm
A literacy program in Africa trains new writers to produce a written literature for their new readers.

22 Test Review
Myra O. Smith
The Bender Test of Reading-Spelling Patterns

28 Biology teachers’ use of readability concepts when selecting texts for students
Dave Lee Speigel, Jill O. Wright
This study explores teachers’ attitudes toward text selection, focusing on test characteristics and reasons for a particular selection.

30 Some implications of metacognition for reading instruction
Kwan Stewart, Ebo Tey
Reviews the research on the relationship of metacognition to fluent reading.
Offers techniques for developing knowledge of and fluency in reading.

44 Think aloud—Modelling the cognitive processes of reading comprehension
Beth Davis
Teachers verbalize their thoughts while reading orally, modeling their thinking about the text, then students practice the technique to enhance their comprehension.

48 Clinical supervision: A tool for the reading specialist
James F. Lesbury, Annette Dunne (Hunger)
This article presents the dual role of the reading specialist and clinical supervisor. A format for pre and post-conferences is also provided.

52 A comprehension-centered reading program using Reader Selected Monographs
Sharon Hoge
Reading teachers can use the RSM approach to gain information about particular difficulties students have with their reading, and to develop strategy lessons to help them overcome problems.

56 Selected references for reading skills in industrial education
Aron Laukken, William L. McPhee
A bibliography of sources dealing with teaching reading in industrial arts courses in secondary school.

62 Use the public library with adult literacy students
Margaret Crowley, W. B. Biddix
Many materials suitable for adult literacy students are available in public libraries. This article suggests what types of materials are appropriate and how to use them.

66 IRA Code of Ethics

70 Open to Suggestion
What are superintendents reading? Students’ suggestions “Teach us study skills”: Vocational education and vocabulary of “third grade”. The scrapbook research paper. Reading tournaments and reward systems improve reading speed. When students read the unreadable

78 ERIC/BCED
Holly O. Donaldson
Beyond computer literacy

82 Reviews

92 Research
John T. Guthe
Science education research

Front cover by Charles Spink
International Reading Association
800 Barksdale Road
P.O. Box B119
Newark, Delaware 19714, USA
ARTICLES

Does Second Language Instruction Make a Difference? A Review of Research 359
Michael H. Long

The Challenge of Mai Chau: Teaching Technical Writing to the Foreign-Born Professional in Industry 383
Sheryl Pearson

The Influence of Teachers and Peers on Second Language Acquisition in Bilingual Preschool Programs 401
Ray Chesterfield, Kathleen Barrows Chesterfield, Katherine Hayes-Latimer, and Regino Chávez

The Articulatory Target for Final -a Clusters 421
Mary S. Temperley

Simplification of Input: Topic Reinstatements and Their Effects on SL Learners’ Recognition and Recall 437
Craig Chaudron

Toward a Functional ESL Curriculum in the Elementary School 459
Anna Uhl Chamot

Evaluation of an English as a Second Language Program for Southeast Asian Students 473
Darrell Welandor and Gene V. Stephany

REVIEWS

American Kernel Lessons: Advanced 481
Robert O’Neill, Edwin T. Cornelius, Jr., and Gay N. Washburn
Reviewed by Nancy Rennau Tumposky

One to One: Resources for Conference-Centered Writing 484
Charles W. Davis and Edward A. Dornan
Reviewed by Melanie Schneider

BRIEF REPORTS AND SUMMARIES 489

THE FORUM 497

INFORMATION FOR CONTRIBUTORS 503
Editorial Policy
General Information for Authors
Publications Received 505
Publications Available from the TESOL Central Office 509
TESOL Membership Application 588
**APPENDIX H**

**Features**

- 50 The Business of Teaching
- 33 Making the Most of Your Prime Time
- 34 Reading for Vocational Literacy
- 36 All the News That's Hit the Press
- 38 Keep Pace With Industry: Take a Tour
- 39 Eating into English
- 40 Learning Through Cooperation
- 42 How To Turn Off a Cop Employer
- 43 A New Teacher's Survival Kit
- 44 Conference Plans Made Painless
- 46 Planning for Computers
- 47 Attracting Women to Nontraditional Careers
- 49 AVA National Teacher Concerns Survey

**Departments**

- 6 Letters
- 17 Research in Action
- 20 Executive Directions
- 22 Safety First
- 25 Forum
- 29 About This Issue
- 50 Books
- 54 Teaching Aids
- 60 Advertisers
- 67 Vocational Outlook

Cover by Jim Vincent

**Coming Next Month**

- A month-by-month look at the events and activities that are happening in the AVA's world.

**Features**

- 22 Resolving the Work Force
- 25 Workers Learn to Map a New Course
- 27 Joining Hands to Serve Adults in Need
- 31 Local Response to a National Dilemma
- 33 Conviction Preview

**Departments**

- 6 Letters
- 7 Bylaws Changes
- 8 Call for Nominations
- 9 Executive Directions
- 10 Forum
- 15 in World
- 19 Research in Action
- 21 About This Issue
- 62 Safety First
- 64 Books
- 66 Teaching Aids
- 69 Advertisers
- 69 Vocational Outlook

Cover by John Neilby

**Coming in November**

- A month-by-month look at the events and activities that are happening in the AVA's world.

**Features**

- 98 '84 VETED Themes

**Departments**

- 98 Annual Teaching Tour
- 98 September: Annual Teaching Tour at Community Colleges
- 98 October: Bridging the Gap
- 98 November/December: Keeping the Profession Current
- 98 January/February: Policy Programs and Funding
- 98 March: High School and Technology: Bridging the Gap
- 98 April: The Apple of Technology's Eye
- 98 May: The Importance of Vocational Training
The NETWORK Vanguard contains the tables of contents from journals selected for their relevance to adult basic skills education programs and research. The Military Educators Resource NETWORK provides this service four times a year to help Army educational personnel keep informed of current developments in their field.

The tables of contents appear in alphabetical order according to journal name. A list of journals included, along with ordering information can be found on page 2. In addition to the address, frequency of publication and subscription price are provided. In some cases, a single copy (S.C.) price is given. "UMI" indicates that copies of articles can be obtained from University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106. Reprints of articles sometimes are available from the author or the journal itself. If your installation library does not carry a particular journal, your librarian may be able to obtain a copy through the interlibrary loan system.

We welcome suggestions on specific journals or types of journals to include in future issues. If you have a suggestion or an information request, call or write: Military Educators Resource NETWORK, 1555 Wilson Boulevard, Suite 508, Rosslyn, VA 22209, (703) 522-0667 or use AUTOVON 851-3550 and ask for "off-net government official call to 522-0667."

The Military Educators Resource NETWORK is an information center that is being pilot tested to enhance military educational programs by linking military educators throughout the world. The NETWORK's services and products help these educators keep informed of current research and significant developments in education. A computerized database contains the latest information in adult basic skills education programs and research, descriptions of various programs operated at Army installations, and directory information to be used for referrals. Among the free services and products offered are an inquiry response service, a points of contact referral service, periodic fact sheets, and a quarterly newsletter.
# LIST OF JOURNALS

**Adult Education Quarterly**
- Subscription Manager
- American Association for Adult and Continuing Education
- 1201 Sixteenth Street, N.W., Suite 230
- Washington, DC 20036
- 4/yr. $21.00 nonmember; S.C. $5.00

**AEDS Journal**
- American Educational Data Systems
- 1201 Sixteenth Street, N.W.
- Washington, DC 20036
- 4/yr. $32.00 nonmember. UMI

**American Educational Research Journal**
- AERA Subscriptions
- 1230 Seventeenth Street, N.W.
- Washington, DC 20036
- 4/yr. $16.00 nonmember individual; $21.00 institution; S.C. $5.50 + postage and handling.

**Electronic Communications, Inc.**
- 311 Executive Center Drive, Suite 220
- Tallahassee, FL 32301
- 8/yr. $18.00; S.C. $3.00

**Journal of Computer-Based Instruction**
- Gordon Hayes, Executive Secretary
- ADECS International Headquarters
- 400 Miler Hall
- Western Washington University
- Bellingham, WA 98225
- 4/yr. $18.00 nonmember individual; $36.00 institution (includes annual meeting proceedings); S.C. $6.50. UMI

**Journal of Reading**
- International Reading Association
- P.O. Box 8139
- Newark, DE 19711
- 8/yr. $25.00; S.C. $3.25. UMI

**Lifelong Learning: An Anthology of Practice and Research**
- American Association for Adult and Continuing Education
- 1201 Sixteenth Street, N.W., Suite 230
- Washington, DC 20036
- 8/yr. $25.00; S.C. $2.75. UMI

**Phi Delta Kappan**
- Phi Delta Kappa, Inc.
- Eighth and Union
- P.O. Box 789
- Bloomington, IN 47402
- 10/yr. $25.00; S.C. $2.50. UMI

**Reading Improvement**
- Project Innovation
- Box 566
- Chula Vista, CA 92010
- 4/yr. $8.00 individual; $11.00 institution.

**Training and Development Journal**
- Subscription Department
- American Society for Training and Development
- Suite 305
- 600 Maryland Avenue, S.W.
- Washington, DC 20024
- 12/yr $40.00 nonmember

**VoEd: Journal of the American Vocational Association**
- American Vocational Association
- 2020 North Fourteenth Street
- Arlington, VA 22201
- 8/yr. $20.00; S.C. $2.50. UMI
ADULT EDUCATION QUARTERLY

CONTENTS

VOLUME 34, NUMBER 2, WINTER 1994
ISSN 0001-8481

ARTICLES

Literacy and Social Milieu: Reading Behavior of The Black Elderly
Marcel Handel and Gordon Larson ........................................... 63

The Comprehensive: A Multivariate Study of Accepted and
Rejected Adult Education Research Conference
Ingrid Puhre ............................................................... 71

A Methodology for the Analysis of the Psychological Profiles of
Low Literate Adults
Robert D. Boyd and Larry G. Martin ........................................... 85

FORUM

Reprentating the Professionalism of Adult Education
Carol D. Brown ............................................................. 97

REACTION

In Search of a Ruling: CBAE Leaders Respond to the
Call for Critique
James T. Parker ............................................................ 105

Rebuttal to A Critical Analysis of Competency Based Systems
In Adult Education
Sandra Raskoff .............................................................. 111

BOOK REVIEW

Jones, B. Ogden, R. C. Qualitative Research for Education: An
Introduction to Theory and Methods ............................................. 115

ADULT EDUCATION REPORTS .................................................. 119

Special Issue on
Applications of Microcomputers for
Instruction and Educational Management

TABLE OF CONTENTS

Table of Contents .............................................................. 1
Editor’s Note .............................................................. 2
Introduction .............................................................. 3

Section I—Microcomputers in Instruction

Selecting Microcomputers for the Classroom:
A Rethinking After Four Years ................................................ 9
David B. Thomas and Donald H. McClellan
Toward More Effective Microcomputer Courseware Through
Application of Systematic Instructional Design Methods .................. 23
M. D. Riddel
Evaluating Software
Donald C. Hofstetter ............................................................ 33
Computer Literacy Renewal
Daniel Klamter .............................................................. 41
Two Examples of Computer-based Learning on
Personal Computers .................................................................. 49
Alfred Bost
Technology Training: In Search of a Delivery System ................. 55
Patricia Sturdivant

Section II—Microcomputers in Educational Management

Selection and Acquisition of Administrative Microcomputer
Software
Sue Talley .............................................................. 69
Administrative Uses of the Microcomputer
Denis W. Spald and Gene Gaffney ............................................. 83
The Microcomputer in the Administrative Office ......................... 91
Fred Huntington

Section III—Future of Educational Computing

Computers and the Future of Education ...................................... 101
Paul Berg and William J. Brumbaugh

AEDS JOURNAL ................................................................. 1
### Educational Researcher

**Volume 12** Numbers 4

**November, 1981**

**Articles**

**Literacy: Trends and Explanations**

Jeanne S. Chall 1

**Educational Vouchers: Regulating Their Efficiency and Effectiveness**

Arthur E. Wise and Linda Darling-Hammond 9

**The Use of Questions in Educational Research**

J. Dillon 19

**Departments**

Update 25

Member Activities 26

Classified 26

---

**1984 Annual Meeting Registration Form**

The lower form of People's Alliance reproduced here is the noted form.

---

**Contents**

1. Technology News

2. Educational Technology: A General View

3. Computers in Education

4. Teaching Systems: Video Production

5. Educational Technology: Professional Literature Reviews


7. Letters to the Editor

8. New Products and Services
CONTENTS

293 Criterion referenced reading comprehension tests: New forms with old ghosts
Kevin Lyons
Like any other tests, criterion referenced comprehension tests need careful validation. The study reported here illustrates this need for caution.

299 Acquiring effective note-taking skills: An alternative to professional note-taking
Kenneth A. Kiewra
A summary of research on the advantages of students taking their own notes, with suggestions for ways to take good notes.

303 Teaching learners about sources of information for answering comprehension questions
Talby E. Raphael
Students of different ages and reading ability need different training in using text implicit/explicit and knowledge-based information. Inservice preparation is described.

312 Gloss: Helping students apply both skills and strategies in reading content texts
Donald J. Rachgels, Ruth Hansen
Gives teachers guidelines for preparing glosses focused to help readers develop specific reading skills and strategies.

318 Levels of certainty for educated guessing in direct close passages
Claire Ashley Davis
About 50% of close deletions have only one possible answer (generally a structure word, such as an article). But most other deletions have so many possible fill-ins that student scores are heavily chance. Teach students to do the 50% well.

324 An instructional model for gifted advanced readers
Barbara W. Moller
Advanced readers need exposure to challenging writing. Here is a systematic approach to reading instruction with gifted students that increases their reading ability and broadens their interests.

328 A lost chance at literacy: Real world reading comes to a Job Corps camp
Pat Ragg, Francis E. Kazemeek
Programs for functionally illiterate adults need not use the same old approaches that failed before—here's one program that builds a literate environment to meet the strengths and needs of Job Corps trainees.

334 Readability and responsibility
Les Goodman Drye
Readers, not readability formula scores, make books readable. This article suggests how teachers can make materials more comprehensible for students, while perhaps using scores as a guide.

340 Teletext/ videoites: The future of the print media
Susan B. Newman
How will the introduction of videoites and teletext affect reading? An overview of the media and speculations about the future.

348 Assessing study skills
Douglas B. Rogers
Study reading skills may be more successfully developed via investigative procedures than through workbook-type exercises. Guidelines and a checklist for assessing these skills are provided.

356 Principals' views of their role in the high school reading program
Robert K. White
Principals' own views of their practices correspond closely to the ideal role of the principal in supporting the secondary school reading program.

360 IRA nominations and elections procedures 1984

364 Open to Suggestion
The PREP system for studying text. Stump-the-Teacher: A word game

368 ERIC/ED
Mary Taylor Holbrook
Pre-reading in the content areas.

372 Reviews

382 Research
John T. Guthrie
Academic-occupational schism

Front cover photo by Charles Spink

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714, USA
PHI DELTA KAPPAN

January 1994 • Volume 85 • Number 5

CONTENTS

FEATURES

311 Financing Educational Landscapes

319 Teacher Inservice and School Reform

322 Nineteen Eighty-Four: The Latest Educational Reform Proposal

327 Anti-Democratic Attitudes of High School Students in the Orwell Year

333 Higher Education 1984: A Field

335 Pedagogical Thoughts from Half a Century Ago

337 Two Centuries After: Schooling and Social Change in an Orwellian Futureworld

Ruskin N. Bunker

Bradford M. Newby

John T. Gardner and
Frank S. Brkich

Mark F. Goldberg

John D. Davis

Mary Anne Jennifer

342 The Growing Impasse: Between Education and Work

347 Vocational Education and Job Success: The Employer's View

351 The Emergent Perspective on Literacy

356 An Update on the National Writing Project

358 Should the Public Schools Teach Values?

361 Providing for the Intellectual and Philosophical Development of Prospective Teachers

DEPARTMENTS

366 DE JURE

367 WASHINGTON REPORT

369 STATELINE

363 THE EDITOR'S PAGE

365 PHI DELTA KAPPAN ONLINE

367 RESOURCES

369 BOOKS

372 NEWSFLICKS

375 BACKTALK

Cover: Bill Sullivan
READING IMPROVEMENT

VOLUME 20  FALL, 1983  NUMBER 3

Academic Discrimination Training in English of Spanish Speaking Children ............ Virginia Reyes Kramer, Lois M. Schell and A. Michael Robinson 162

The Differences Between Reading Abluets of Learning Disabled and Normally Achieving Students .......... Tom Robins and Ellen Anderson 169

Brain Anatomy and Learning ............................................. Gerald R. Rieberg 176

Reading Skills of Third Graders in Terms of Behavior and Other Variables ............... Mary Spauld Jones 181

Six Principles for the Development of Reading Comprehension Instructional Methods and Materials .... James F. Bunneman 187

Early Entrance into Kindergarten Isn't for Everyone ............................................................... Gary C. Breder, Robert J. Girardi and Paula E. Candel 193

The Use of Aural Clue as an Instructional Technique in Kindergarten ..................... Elizabeth J. Harris 197

Graduates Program in Reading: What Do Graduates Say About Them? ......................... Martha D. Collins Cheek 200

The Influence of Reading Time and Reading Rate on Literal and Interpretive Comprehension ........... Nance J. Lenz 209

Diagnosis, Remediation and Management of Reading Disorders Among Children of Limited English Proficiency ............ Albert J. Shannon 224

Comparing the Bragasa Diagnostic Inventory of Basic Skills and the Wide Range Achievement Test .......... Ronald M. Kramer and Gerald L. Speckert 230

A Sequential Developmental Reading Program for College Freshmen ........................................... Samuel A. Pack 233

Linguistic Awareness and Reading Attitude Among Minority Students .......................... Beverly Smoak 236

Teacher Attitudes Toward Material Availability for Teaching Visually Impaired Students .......... Bruce Newton and Karen L. Freeman 239

READING WORLD

VOLUME 23 - NUMBER 2  DECEMBER, 1983

Special Section: Teacher Education in Reading

99 Extending Language Experiences into Print: A Creative But Systematic Approach to Vocabulary Development ............... Irene II. Blum and Naucy E. Taylor

103 Classroom Bibliotherapy: Why and How ................................. Maureen McKinney Davison

108 What Reading Teachers Should Know About Dialogic Communication ................. J. Richard Gentry

116 Implementing a Practicum in a Required Content Area Reading Course .......... David M. Memory

124 Teaching Reading Study Skills and Course Content to Preservice Teachers ........ Mary W. Olson and Marguerite Gillis

134 A Research View of Clinic Practicum in Reading Education .................. Sue F. Rogers, Shirley B. Merlin, Mary M. Brittain, Robert A. Palmiter and Patricia Terrell

147 The Treatment of Commercial Reading Materials in College Reading Methods Textbooks .... Patrick Shannon

158 Reading in Vocational Education: A Review of Recent Literature ........ Mary Dunn Steilow

Article

166 Content Analysis of Two Reading Series for Disabled Readers ......................... Cynthia R. Hynd and Sylvia M. Carter

Features

174 The Newspaper in the Classroom: A Unit Approach ......................... Paul E. Beals

176 Outlining - Teach the Concept First ...................... Donald H. Buller

178 A Cup of Coffee and a Couple of Doughnuts .......... Walter Pauk

180 The Administrator and the Reading Program: A Call for Compassion .......... Sidney J. Hauch

182 Reviews ......................................................... Daniel T. Fisheo

Addenda

189 Contributors to this Issue of Reading World

193 Application for CRA's Thesis Award

194 Application for CRA's Dissertation Award

195-196, Advertisements

201

199 CRA Application for Membership

Inside Back Cover – Information for Authors
VOC ED

Features

32 Keeping the Profession Current
   Fronte F. T. and Jamaal We. Meke

35 5X56 Moves with the Times
   Gordon J. O'Conner

38 Preparing the Way for Change
   Gordon J. O'Conner

40 Educators: A Chart
   Forbes Sullivan

42 Teacher Education: A Continuing Process
   The Theory
   The Practice
   Donald Haby
   Thomas J. Walker

46 Staff Development: A Chart
   Carroll L. Brentnall

50 Industry Takes the Initiative
   Alan Seigle

53 Convention Highlights and Trade Show Guide

54 VocEd 1981

60 Trade Show Exhibitors

78 Trade Show Exhibitors

1985-86 VocEd Themes

August: Annual Training Tour
September: Vocational Education in America
October: The Work Force
November/December: Keeping the Profession Current
January/February: Policy and Funding
March: Vocational Education in America
April: The Apple of Education
May: The Challenges of System Change

Departments

36 Editors

40 Executive Director

43 Secretary

47 Treasurer

50 Executive Director

53 Secretary

56 Executive Director

60 Executive Director

63 Secretary
The NETWORK Vanguard contains the tables of contents from journals selected for their relevance to adult basic skills education programs and research. The Military Educators Resource NETWORK provides this service four times a year to help Army educational personnel keep informed of current developments in their field.

The tables of contents appear in alphabetical order according to journal name. A list of journals included, along with ordering information can be found on page 2. In addition to the address, frequency of publication and subscription price are provided. In some cases, a single copy (S.C.) price is given. "UMI" indicates that copies of articles can be obtained from University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106. Reprints of articles sometimes are available from the author or the journal itself. If your installation library does not carry a particular journal, your librarian may be able to obtain a copy through the interlibrary loan system.

We welcome suggestions on specific journals or types of journals to include in future issues. If you have a suggestion or an information request, call or write: Military Educators Resource NETWORK, 1555 Wilson Boulevard, Suite 508, Rosslyn, VA 22209, (703) 522-0667 or use AUTOVON 851-3550 and ask for "off-net government official call to 522-0667."

The Military Educators Resource NETWORK is an information center that is being pilot tested to enhance military educational programs by linking military educators throughout the world. The NETWORK's services and products help these educators keep informed of current research and significant developments in education. A computerized database contains the latest information in adult basic skills education programs and research, descriptions of various programs operated at Army installations, and directory information to be used for referrals. Among the free services and products offered are an inquiry response service, a points of contact referral service, periodic fact sheets, and a quarterly newsletter.
LIST OF JOURNALS

Adult Education Quarterly
Circulation and Advertising Manager
American Association for Adult and Continuing Education
1201 Sixteenth Street, N.W., Suite 230
Washington, DC 20036
4/yr. $21.00 nonmember; S.C. $5.00

The Computing Teacher
International Council for Computers in Education
1337 Apate Street
University of Oregon
Eugene, OR 97403
9/yr. $16.50

Journal of Reading
International Reading Association
P.O. Box 8139
Newark, DE 19711
8/yr. $25.00; S.C. $3.25. UMI

AEDS Journal
Association for Educational Data Systems
1201 Sixteenth Street, N.W.
Washington, DC 20036
4/yr. $32.00 nonmember. UMI

Educational Evaluation and Policy Analysis
AERA Subscriptions
1230 Seventeenth Street, N.W.
Washington, DC 20036
4/yr. $16.00 nonmember individual; $21.00 institution. S.C. $5.50 + postage and handling

Lifelong Learning: An Omnibus of Practice and Research
American Association for Adult and Continuing Education
1201 Sixteenth Street, N.W., Suite 230
Washington, DC 20036
8/yr. $25.00; S.C. $2.75. UMI

AEDS Monitor
Association for Educational Data Systems
1201 Sixteenth Street, N.W.
Washington, DC 20036
6/yr. $28.00. UMI

Educational Researcher
AERA Subscriptions
1230 Seventeenth Street, N.W.
Washington, DC 20036
10/yr. $15.00 nonmember individual; $19.00 institution; S.C. $2.50 + 1.50 postage

Phi Delta Kappan
Phi Delta Kappa, Inc.
Eighth and Union
P.O. Box 789
Bloomington, IN 47402
10/yr. $20.00; S.C. $2.50. UMI

Basic Education
Council for Basic Education
725 Fifteenth Street, N.W.
Washington, DC 20036
8/yr. $25.00; S.C. $2.75. UMI

TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages
James E. Alatis
School of Language and Linguistics
Georgetown University
Washington, DC 20057
4/yr. $30.00 membership includes journal subscription

T.H.E. Journal (Technological Horizons in Education)
Synergy, Inc.
7 Spruce Street
P.O. Box 992
Acton, MA 01720
8/yr. Free on limited basis; Other subscriptions $15.00; S.C. $2.50

VocEd: Journal of the American Vocational Association
American Vocational Association
2020 North Fourteenth Street
Arlington, VA 22201
8/yr. $20.00; S.C. $2.50. UMI
In this issue:

ARTICLES

- Adult Education in Prison Settings
  Symbol of Substance
  Carol Goldin
  Jim Thomas
  123

- Analyzing the Effectiveness of
  Continuing Professional
  Education: An Exploratory Study
  Ronald M. Cervero
  Suzanne Rotter
  135

- Disclosure of Cognitive Style
  Information Effects on
  Achievement of Adult Learners
  Mary Jo Founer
  147

- Identifying Deterrents to
  Participation in Continuing Education
  Craig S. Scamian
  Gordon G. Darkenwald
  155

FORUM

- The Empty Ideal: A Critique of
  Continuing Learning in the
  Professions by Cyril O. Houle
  Bruce Woll
  167

ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS

VOLUME 17  ■  Spring 1984  ■  NUMBER 3

Computers and Computer Literacy in Contemporary
Psychological, Socio-Economic and
Educational Context
Bikkar S. Randhawa
and Dennis Hunt

Three Perspectives for Computer Applications
in Education
William P. Goddard
and Lionel Pereira-Mendoza

Computer Utilization in Education:
Problems and Prerequisites
Joe E. Shively

Social Patterns and Computer Use Among
Preschool Children
Kathleen M. Swigger
and Boyd Keith Swigger

Why Computer-based Education is Making Slow
Progress: An Analysis of Costs and
Other Impediments
Jesse H. Poore
and John W. Hamblen

Syntactical Errors in Programs Written by Beginning
Students in Business Programming
Joan K. Pherson
and Jerette A. Horn

Book Review
Lora P. Conrad

Contents of this journal are available in microform from Xerox University
Microfilms, 300 N. Zeeb Road, Ann Arbor, MI 48106
Contents

10 A Day In The Life Of A Language Program At The Elementary School
15 Promising Approaches To Promoting Understanding
19 A Look At The State Of The States
23 Language And Language Schools: The Future
25 The Challenge And Opportunity

COMING IN MARCH

Basic Education: February 1984

Dennis Gray Editor

Apples, Oranges, And Raspberries: Comparing States On Education Data
Academic Preparation For Work: The New Needs Of The Marketplace
High Technology: Is It Taking Education Down A Lane Too High?
Appraising And Examining The Federal Vocational Education Law
A Look At The State Of The States
Happy Children Of Community Living
LBE Publications
Order Form
New Publications

COMING IN APRIL

Basic Education: March 1984

Dennis Gray Editor

School Discipline And Achievement: An Interview With Amrit Elton
A Place Called School: A Thoughtful Discourse On Perceptions And Reality
High School: Telling It Like It Is
And The Way It Ought To Be
Report Says Textbooks Show Bias: Lack Of Balance On Future Trends
The Basics Reviewed: As Two States Look At Trends, In Competency Testing
CBE Publications
Order Form
New Publications

---

Basic Education is published monthly except in July and August by the Council For Basic Education, 725 15th Street N.W., Washington, D.C. 20005. Original material is not copyrighted and may be reprinted without permission. CBE and the author (the editor, unless otherwise indicated) appreciate credit.

Subscription: $18.00 a year. Group subscription available at a discount of 25% when five or more copies are mailed to the same address. Single copies: $1.50. See page 18 for information about CBE membership and orders.

CBE Officers and Directors: Thomas W. Paynter President; Michael J. Spierer Vice President; M. Kline Treasurer; Jacques Barzun President-Elect; Robert J. M. Bellows; Barry J. Humes; Paul C. H. Hume; C. S. Bear; D. B. Chenoweth; Thomas C. Mendenhall; Richard A. Mendenhall; John D. Ridgeway; Robert A. Stewer; A. Graham Down; Executive Director.
Placing Children in Special Education: Findings of the National Academy of Sciences Panel

Assessment in Context: Appraising Student Performance in Relation to Instructional Quality
Samuel Messick 3

Issues in the Instruction of Mildly Mentally Retarded Children
Jeremy D. Finn and Lauren B. Resnick 4

Placing Children in Special Education: Some Comments
Richard E. Snow 12

Beyond IQ Test Bias: The National Academy Panel's Analysis of Minority EMB Overrepresentation
Daniel J. Roschley 15

Quality of School Life: Foundations for Improvement
Frank C. Prattner 20

Departments
Letters 26
Member Activities 28
Update 29
Classified 81
CONTENTS

581 Commentary
Mark M. Macionis, Theresa E. Franks, and John L. Cherry
An exchange of views on the place of reading in science instruction

588 Test Review
Elvis M. Styles
Comprehensive Tests of Basic Skills (CTBS, Form U, Levels A-J)

590 Developing reading strategies for the gifted: A research-based approach
Gary W. Haines
By summarizing the research findings on the problem of the gifted reader, the author provides teachers with a guide for modifying the appropriateness of material for use with gifted students

594 Organizing and scheduling the secondary reading program
Elizabeth J. Walker
Flexibility of scheduling promotes maximum achievement in a secondary reading program. The author suggests five scheduling formats to meet the diverse needs of secondary students and content area teachers

598 Using reading as a thinking process to solve math story problems
Helen Campbell-van Buren
In solving math story problems, choosing the correct operation depends on verbal evidence that can be identified and directly taught. The author presents a reading strategy to help understand these math problems

602 PGR Problem-guided reading for college math-related courses
Lindsi L. Johnson
PGR is a textbook study system designed for math or applied math courses. Students focus on solving problems, consulting the textbook when necessary, and reading for well-considered purposes

609 Adult basic education: Six years after Kovale and Lindsey's literature review
Jimmie H. Lembey and Person J. Jamison
A look at the literature on Adult Basic Education since 1977 should encourage educators and researchers

614 "I wanted to be a Teacher to help people" — Writing for adult beginning learners
Frances F. Parniewicz
After discussing the rationale for integrating writing in beginning literacy instruction, the author describes several successful activities giving samples from his students writing. Includes recommendations for adult literacy educators

620 Teaching study skills in the intermediate grades—We can do more
Jane D. Seidling
When middle school teachers put greater emphasis on study skills, their students profit from greater confidence and understanding. Some skills are outlined

624 Biology teachers' preferences in textbook characteristics
Lynne J. Elmendorf
In a survey, biology teachers reveal their likes and dislikes regarding textbooks: interesting implications for teachers and publishers

629 Television. Friend, not foe of the teacher
Robert F. Lang
Television can be a friend to the teacher in promoting and enhancing teaching if it is used wisely

632 Stretch your budgets: Have schools and public libraries cooperate
Joan E. Mulligan
This school is reinventing a valuable resource—the community library. The author describes results of his survey of librarians and suggests ways to develop and strengthen the school and community library relationship

636 The compositional approach to reading in practice and theory
Jane D. Seidling
This theory explains why writing and reading contribute to growth in each other, both are compositional in nature

644 Some "whole brain" activities for the community college reading class
Linda E. Reif
Activities to promote the integration of the right and left hemispheres of the brain may promote a more positive attitude and better understanding in remedial readers at the college level

650 Open to Suggestion
Word-puzzle puzzles. First aid for a teenage non-reader. Make believe publishing company

658 ERIC/CRES
Independent projects

659 Reviews

670 Research
John E. Sullivan
Fiction studies

Front cover photo by Kathryn Le Grand Welmer
CONTENTS

ARTICLES
The Secret Life of Methods 7
Jack C. Richards
The Influence of Speech Variety on Teachers' Evaluation of Students' Writing 24
Sue Griffin
Using Lecture Transcripts in EAP Lecture Comprehension Courses 41
Ron S. Leumann
Patterns in the Use of the Present Tense Third Person Singular -s by University-Level ESL Speakers 55
Roberta C. Abraham
Changing Fossilized Pronunciation 71
William Atron
Holistic Evaluation of ESL Compositions: Can It Be Validated Objectively? 97
Jean Justin-Homburg
Career Aspects of Graduate Training in ESL 109
Richard R. Das

REVIEWS
Second Language Acquisition Studies 129
Kathleen M. Bailey, Michael H. Long, and Sabrina Deek (Eds.)
Reviewed by Craig Chaudron
Reviewed by Gerald M. Dalglish

BRIEF REPORTS AND SUMMARIES 141
THE FORUM 149
INFORMATION FOR CONTRIBUTORS 160
Editorial Policy
General Information for Authors
Publications Received 171
Publications Available from the TESOL Central Office 173
TESOL Membership Application 192