

copyright issues, and multimedia terms. Although none of the appendices cover the theoretical or legislative bases of these issues in any detail, including them raises awareness and points readers to additional resources and references.

This package will appeal to developers such as have been described precisely because it permits them to "roll up their sleeves" without burdening them with the philosophical or theoretical underpinnings of learning theory and instructional design. Nevertheless, well-supported applied research provides the basis for suggestions and tips that accompany each chapter. This is an eminently usable resource and could justifiably be given to each faculty member as a good introduction, or review, of the course development process for either teacher-directed or distributed learning environments.

Reviewer

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Research In Distance Education 4, edited by Terry Evans, Viktor Jakupec and Diane Thompson. Revised papers from the fourth Research in Distance Education conference, (Deakin University 1996), Geelong: Deakin University Press, 1997. ISBN: 0-9498-2367-8, 255 pp.

Reviewed by Rafael Cota Rivas

I was expecting something else from this book, something sophisticated and somehow cryptic for the majority of people, but I was mistaken. The book is simple enough to understand, and even better, it triggers your motivation to ask yourself questions about the different topics and techniques described in all of the chapters. It's the kind of book that makes you wonder about the things beyond your daily work, back to things that you have already forgotten and forward to things that you didn't know were there.

This book is a compendium, the fourth actually, of papers from the Research in Distance Education (RIDE) conference held at Deakin University in December 1996. The work includes a total of 19 chapters from numerous different authors. Each paper is related to distance education, and, in most of the cases, to the research in the distance and open education.

The first chapter is written by the editors, Terry Evans, Viktor Jakupec and Diane Thompson. They have done very good work, not only in selecting the papers, but also in the organization and arrangement of them. The book can be read without a particular order, but if you prefer to read it sequentially, you will find out that there is a logic to the order to the papers and the editors decision to lay the book out in this manner.

The papers found in the book include several topics and/or areas of research in distance education from many parts of the world, a fact that makes this book very interesting in my opinion. Several chapters discuss educational research itself and the questions that have to be answered when conducting research in distance education. Other chapters are examine some of the approaches in assessing open and distance learners. For me, the most interesting chapter was Chapter 13 by Elizabeth Stacey, who covered issues about collaborative learning at a distance.

The book is substantial, containing 255 pages with 18 pages devoted to the many (over 380) references listed in the book. The reference section would be very valuable for the novice researcher, as a listing of many of 'the' important writers in the field of distance education.

If you are looking for a book that can help you build and develop a distance education program with simple guidelines and useful examples, then this book is not going to help you. There are many other 'how to' books written in the field.

This compendium will, instead, give you a pretty good look at the research that is taking place right now in the world of distance and open education. A must have for anyone wanting to examine current thoughts in the field.

I really enjoyed this book and feel it would be very useful for a professional or researcher in the distance and/or open education. Many of the chapters can be used as a reference for future research and, one hopes that this work will be added to, creating the appearance of future papers to be presented in conferences.

Reviewer

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