

ABSTRACT

AN EVALUATION OF TECHNOLOGY-BASED LEARNING IN TENNESSEE

HIGHER EDUCATION

by

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The researcher's study described technology-based learning (TBL) from a Tennessee perspective and identified success strategies modeled in Tennessee public higher education. The study produced a set of TBL success strategies gleaned from the current literature and educational leaders, distilled, then presented as recommendations to Tennessee higher education.

The researcher derived the description of TBL from quantitative results produced by a nationally administered instrument applied to all Tennessee public post-secondary institutions. The study drew the success strategies, modeled in Tennessee, from the qualitative aspect of the study, as was the set of success strategies recommended to Tennessee public higher education.

The study described TBL, in Tennessee public higher education, as an innovative educational endeavor. TBL was also described as a relatively new mode of educational delivery that had not yet fully met its potential. Tennessee educational administrators were described as having taken a cautious route as *middle adopters* of new technology and learning media. The researcher found public higher education in Tennessee to be progressing rapidly toward the service of its population with the *anywhere anytime* philosophy through the Regents Online Degree program.

The study identified a number of success strategies modeled in Tennessee TBL. Among the strategies identified was a progressive attitude on the part of the state's administration, legislative body, and higher education administrative bodies toward the future of TBL in Tennessee public higher education.

The researcher produced a separate document, generated

because of the study, that provided a set of success strategies gleaned from the literature and educational leaders, distilled. The researcher presented the deliverable document to Tennessee public higher education institutions and administrators. The purpose of the document was to aid in the future development of TBL in Tennessee through selected examples of successful models that were found to be helpful to other states and institutions.

Finally, the researcher concluded that TBL was a mode of educational delivery, encompassed by technology that exhibited constant and rapid change. The researcher concluded that continual study and reassessment of best practices was essential to continued effective delivery of higher education by TBL.