

EDITOR'S COLUMN

A National Center for Education Statistics (NCES) report citing the rapid growth of distance learning in American postsecondary education (Lewis, Snow, Farris, & Levin, 1999) estimates that among 2.1 million total graduate students, 281,300 were enrolled in distance education courses in 1997-98. NCES also reported that distance education courses were generally offered more often at the undergraduate level than at the graduate level, except for education, engineering, and library and information sciences. However, quality assurance was not assessed. The first article in this issue explores student and teacher satisfaction with a hybrid distance/on-campus course. Nancy Barry reports how student reactions to distance components of a music education research course were used to refine the course structure and assess satisfaction.

The three articles by William Bauer, Victor Fung, Annabel Cohen/Reina Lamothe center around the theme of gender and differences in music technology among undergraduate students. Bauer reports a significant difference between male and female music education major's computer self-efficacy, with males scoring higher. Specific applications of technology for teaching were investigated by Fung, finding that male music education majors report significantly greater familiarity with music notation, database, and music accompaniment software-but their female counterparts claim greater familiarity with e-mail applications. Cohen and Lamothe surveyed nonmusic majors' interests in playing MIDI keyboards. They found that male respondents had an overall greater interest in exploring the sound capabilities of MIDI than females, although more females had studied piano.

The issue concludes with proceedings from the 2001 National Symposium for Music Instruction Technology, which was held July 13-14 at the Auburn University Hotel and Conference Center, Auburn, Alabama.

Reference

- Lewis, L., Snow, K., Farris, E., & Levin D. (1999). Distance Education at Postsecondary Education Institutions: 1997-98. Office of Educational Research and Improvement NCES 2000-013

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