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## EDITORIAL

This week's issue is a complete set of article-abstracts from volume 4  
(1990) of the American Journal of Distance Education. The abstracts of  
volume 1-3 are published in earlier issues of DEOSNEWS. The back issues of  
the journal are available at \$12 per copy for subscribers and at \$24 per  
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VOLUME 4 NUMBER 1

Author(s): Ehrman, Madeline

Title: Psychological Factors and Distance Education

Publ.: The American Journal of Distance Education, Vol. 4, No. 1

Pub. Yr.: 1990

Pages: 10-24

Abstract: The article describes the development of research on learning styles and how current models of cognition relate to the hypothesized, underlying dimension known as "holistic versus detailed." The article discusses various cognitive styles, such as psychological differentiation and field dependence, the Kolb model, brain hemisphericity, sensory preferences, and the Jungian model. Furthermore, it demonstrates how learning behaviors or strategies are linked with cognitive or learning styles, and how strategies and styles are interwoven with aptitude. Then it suggests ways in which other psychological factors, such as age, sex, motivation, emotion, and personality, affect distance education. The paper indicates possible psychological implications for distance education, and the conclusion of the article summarizes specific applications of psychological factors in distance education. (74 references)

Author(s): Hayes, Elizabeth

Title: Adult Education: Context and Challenge for Distance Educators

Publ.: The American Journal of Distance Education, Vol. 4, No. 1

Pub. Yr.: 1990

Pages: 25-38

Abstract: The article explains the broad scope of adult education and the nexus between adult and distance education. The article outlines these significant themes that pervade research on adult education: adulthood as a time of change and development, the impact of life experience on adult learning, and the significance of the social context as a factor influencing learning. The article discusses perspectives--especially andragogy--on teaching adults. Finally, it points out implications for practice in distance education and for research. (37 references)

Author(s): Murgatroyd, Stephen

Title: Business, Education, and Distance Education

Publ.: The American Journal of Distance Education, Vol. 4, No. 1

Pub. Yr.: 1990

Pages: 39-52

Abstract: A key assumption of the article's discussion is a similarity between business and distance education programs and institutions. The similarities cited are the existence of business and distance education in extremely competitive environments and a dependence on the reactions of their "customers" for both their operation and continued growth. Upon this assumption, the author discusses three areas of business and organizational

study particularly relevant to the managers of distance education programs. These areas are: strategic management, human resource management, and the management of information systems and technological innovation. Cited for discussion are management examples from business and educational programs (the Open University in the United Kingdom and Athabasca University in Canada) that illustrate possible implications for the management of distance educational programs. The author concludes that managers of distance education programs can learn much of value by examining the similarities between business organizations and educational organizations rather than focusing on the differences. (33 references)

Author(s): Wagner, Ellen D.

Title: Looking at Distance Education Through an Educational Technologist's Eyes

Publ.: The American Journal of Distance Education, Vol. 4, No. 1

Pub. Yr.: 1990

Pages: 53-68

Abstract: The article addresses the relationship that exists between the future of distance education and educational technology, a discipline focused on performance. The author then examines how educational technology is defined by educational technologists; reviews some of its historical antecedents and contemporary concerns; and considers the interaction among process, product, and applications components of educational technology as embodied in instructional design and development. This perspective then serves as the backdrop for reexamining the relationship between educational technology and distance education. (Written by author) (45 references)

## VOLUME 4 NUMBER 2

Author(s): Burge, Elizabeth J. and Howard, Joan L.

Title: Audio-Conferencing in Graduate Education: A Case Study

Publ.: The American Journal of Distance Education, Vol. 4, No. 2

Pub. Yr.: 1990

Pages: 3-13

Abstract: The article describes the experiences with courses taught via audio-conferencing at the Ontario Institute for Studies in Education. It reports the results of an analysis of 120 questionnaires returned from fourteen courses. Most of the students were school principals, teachers, and administrators. In general, they reported satisfactory experiences with their courses. (12 references)

Author(s): Keene, S. Delane and Cary, James S.

Title: Evaluation of Distance Education Approach to U.S. Army Reserve Component Training

Publ.: The American Journal of Distance Education, Vol. 4, No. 2

Pub. Yr.: 1990

Pages: 14-20

Abstract: The article describes the experiences from a U.S. Army Reserve Component distance education course. The course chosen for this experiment was: "PHASE II, Command and General Staff Officers' Course." and 145 Reserve Army Officers took part in the course. The control group contained eighty-three participants studying the course at Dover, Delaware. The two experimental groups, located at Ft. Dix, New Jersey, and Ft. Knox, Kentucky, used interactive video, audio-graphics, and computer conferencing. The experiment showed that at the end of the instruction the students who received the distance learning instruction evinced superior knowledge of the subject matter compared with students taught conventionally. (7 references)

Author(s): Beaudoin, Michael

Title: The Instructor's Changing Role in Distance Education

Publ.: The American Journal of Distance Education, Vol. 4, No. 2

Pub. Yr.: 1990

Pages: 21-29

Abstract: The likelihood of significant enrollment increases in distance learning courses and external degree programs utilizing new instructional technologies will have a major impact on the roles of many faculty during the next decade. Rather than provide information in person to classroom-based students, many faculty will have to make the adjustment to organizing and evaluating materials transmitted to geographically distant learners. The effective design and delivery of these new learning modes will depend upon the input and involvement of competent and committed faculty. The opportunity for professional development, institutional support and appropriate rewards will be crucial in promoting faculty receptivity toward, and significant contributions to, distance education programs.

As a profession, distance education has not yet been clearly defined and established. If this is to become a recognized field with expertise that is valued and accomplishments that are rewarded, distance educators must establish stronger linkages with corporate, political, social, and educational entities. Further, they must increase awareness of the philosophy, methods and efficacy of distance learning and its suitability for diverse segments of the adult population through increased advocacy and articulation of past accomplishments, present efforts, and future goals. (written by author) (8 references)

Author(s): Reed, Diane and Sork, Thomas J.

Title: Ethical Considerations in Distance Education

Publ.: The American Journal of Distance Education, Vol. 4, No. 2

Pub. Yr.: 1990

Pages: 30-43

Abstract: This paper identifies ethical considerations associated with distance education. Ethical issues associated with the admission, intake, and retention of students; course development and presentation; marketing; administration; learner/facilitator interaction; and evaluation are highlighted. (written by author)(29 references)

Author(s): Huffington, Dale D. and Young, Roger C.

Title: Integrating Video Technology into Independent Study: The Missouri Experience

Publ.: The American Journal of Distance Education, Vol 4, No. 2

Pub. Yr.: 1990

Pages: 31-43

Abstract: This paper presents a brief history of the use of video tape in distance learning programs and integration of video technology at the University of Missouri Center for Independent Study. Print-based and video courses now share format, planning and design, operations staff, and promotion and information services. Courses are designed to meet students' needs for flexibility in scheduling, study times, viewing, and testing. An expanded curriculum, growing enrollments, and increased faculty and administration cooperation clearly indicate that instructional packages which make use of video technology are an accepted and viable method of teaching. (written by author)(4 references)

### VOLUME 4 NUMBER 3

Author(s): Heinzen, Thomas E. and Alberico, Susan M.

Title: Using a Creativity Paradigm to Evaluate Teleconferencing

Publ.: The American Journal of Distance Education, Vol 4, No. 3

Pub. Yr.: 1990

Pages: 3-12

Abstract: The need to create creativity within a rapidly changing workforce is addressed by using a creativity model to evaluate teleconferencing as a means to that end. The model is based on a componential paradigm of creativity developed by Amabile which includes the components of task motivation, creativity-relevant skills, and domain-relevant skills. An additional component of communication effectiveness is included as a necessary component for creating creativity through teleconferencing. A retrospective pre-test/post-test design was adopted for the study after more traditional approaches proved inappropriate for this form of action research. The data indicate that participants across three teleconferences perceived teleconferencing to be more effective than anticipated at motivational (task motivation component of creativity), skills development

(domain-relevant skills component of creativity), and communication effectiveness but less effective than anticipated at problem solving effectiveness (creativity-relevant skills component of creativity). The information is interpreted within the context of the cognitive demands unique to teleconferencing and offers guidelines for the design of future teleconferences. (written by author) (8 references)

Author(s): Garrison, D. R.

Title: An Analysis and Evaluation of Audioteleconferencing

Publ.: The American Journal of Distance Education, Vol. 4, No. 3

Pub. Yr.: 1990

Pages: 13-24

Abstract: This paper is a description, exploration, and evaluation of a technology that is changing the view that distance education has to be an individual and private learning experience. That technology is audioteleconferencing. After briefly describing the forces in society that precipitated this transition, the characteristics and potential impact of audio-teleconferencing are explored. Finally, the results of an evaluation of numerous audioteleconferencing courses over a three-year period are presented. (written by author) (10 references)

Author(s): Stubbs, S. Todd and Burnham, Byron R.

Title: An Instrument for Evaluating the Potential Effectiveness of Electronic Distance Education Systems

Publ.: The American Journal of Distance Education, Vol. 4, No. 3

Pub. Yr.: 1990

Pages: 25-37

Abstract: The purpose of this article is to describe a procedure which can be used as a guide for prior selection of Electronic Distance Education (EDE) devices. The procedure, called a Potential Effectiveness Inventory (PEI) estimates potential effectiveness of EDE devices by examining five dimensions of distance education. These dimensions are communication paths, ease of use, realism, time and place independence, and speed. Expert opinion as to the importance of each of these dimensions was measured by a survey and was used in the formation of the PEI. (written by author) (19 references)

Author(s): Gunawardena, Charlotte N.

Title: Integrating Telecommunication Systems to Reach Distance Learners

Publ.: The American Journal of Distance Education, Vol. 4, No. 3

Pub. Yr.: 1990

Pages: 38-46

Abstract: The article discusses the results of a study on obstacles to

introducing videoconference-based distance education into a traditional university. It focuses on the issues postsecondary educational institutions should address when they plan to integrate a telecommunication system into the organization. The article also synthesizes recommended practice. (7 references)

Author(s): Wilkinson, T. W. and Sherman, T. M.

Title: Perceptions and Actions of Distance Educators on Academic Procrastination

Publ.: The American Journal of Distance Education, Vol. 4, No. 3

Pub. Yr.: 1990

Pages: 47-56

Abstract: The article describes a study on the dimension of academic procrastination in telecommunication-based higher distance education programs. It reports the results from a survey among 276 distance programs. The focuses of the survey were on: to what extent academic procrastination was perceived as a problem, what data distance educators collected on procrastination, and what strategies they use to combat procrastination. (11 references)

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