

Copyright 1991 DEOS The Distance Education Online Symposium The American Center for the Study of Distance Education The Pennsylvania State University College of Education 403 South Allen Street, Suite 206 University Park, Pennsylvania 16801-5202, U.S.A.

Telephone: +814-863-3764 Fax: +814-865-5878

DEOS Editor: Morten Flate Paulsen Bitnet: MFP101@PSUVM CompuServe: 76436,350

DEOS Review Committee: Toni Garcia and Philip W. Pinder

EDITORIAL

Last week, in DEOSNEWS #3, we posted: Audio-Conferencing in Graduate Education: a Case Study, by Elizabeth J. Burge and Joan L. Howard. Elizabeth J. Burge has asked us to post this clarification concerning the sentence in the article that states that the moderator/teacher should keep "firm control" of an audio-conference:

"The issue around 'control' is that you have to build a sense of progression and achievement and enable all to talk, but without being intrusive, either by talking too much about irrelevant content, or by being too much of a traffic policeman and forcing all to go thru you as moderator. We all should submit to having a colleague do a content analysis to determine how many words we use for the various functions and non functions in facilitating other people to talk."

This week we are posting a complete set of abstracts compiled from volume 1 (1987), of the American Journal of Distance Education. In the future, we will provide abstracts from later volumes. These back issues are available at \$12 per copy for subscribers and at \$24 per copy for others.

ABSTRACTS FROM THE AMERICAN JOURNAL OF DISTANCE EDUCATION

Author: Garrison, David R.; Shale, Douglas G. Title: Mapping the Boundaries of Distance Education: Problems in Defining the Field Publ.: The American Journal of Distance Education, Vol. 1(1) Pub. Yr.: 1987 Pages: 7-13 Abstract: While there is much to be gained by clearly defining the field of distance education, care must be taken not to view distance education too narrowly. It is argued that Keegan's (1986) descriptive definition of distance education does not adequately account for new generations of technological delivery. It is suggested that only three criteria are required to distinguish distance education from other educational activities. As new interactive technologies are adopted and implemented, additional criteria may be included to better refine our characterization of distance education. (written by authors) (5 references)

Author: Atman, Kathryn S. Title: The Role of Conation (Striving) in the Distance Learning Enterprise Publ.: The American Journal of Distance Education, Vol. 1(1) Pub. Yr: 1987 Pages: 14-24 Abstract: This article explains conation and its particular importance in distance education. Perceptions of conation are elucidated in the introduction. One classification of mental activities divides the mind in three faculties: cognition (knowing), affection (valuing), and conation (striving). Here, conation is defined as vectored energy: "i.e., personal energy that has both direction and magnitude." The taxonomy of the conative domain is described in the five stages: perception, focus,

engagement, involvement, and transcendence. Later, the twelve step conation cycle of goal accomplishment is used to show some practical applications of the conative domain. The last section of the article considers implications of the conative domain for distance education curriculum design, delivery system and student support service. (29 references)

Author: Diehl, Grover E. Title: Hidden Agenda in Course Construction and Revision Publ.: The American Journal of Distance Education, Vol. 1(1) Pub. Yr.: 1987 Pages: 25-30 Abstract: This article describes a study of Career Development Courses at the United States Air Force Extension Course Institute. A statistical technique called factor analysis was conducted with the SPSS software to analyze the ways course construction affects student performance. Course length and revisions are discussed. The article concludes with these two proposals: - "The first volume of a multi-volume course should be short and its internal segments shorter than those found later in the course." - "Course length is a problem. New technology and experience with course performance often press writers and reviewers into adding new material. But the overall length of the course should be a major consideration in their construction." (19 references)

Author: Pittman, Von V., Jr. Title: The Persistence of Print: Correspondence Study and the New Media Publ.: The American Journal of Distance Education, Vol. 1(1) Pub. Yr.: 1987 Pages: 31-36 Abstract: Print-based correspondence study is the oldest form of distance education. In spite of the great leaps in communications and instructional technology in the 20th century, correspondence study continues to thrive. Because of its economy and ease of access, it continues to be the most feasible means of learning at a distance for many students. The electronic media have never reached the level of use predicted by their proponents, and thus have not made serious inroads into the populations served by conventional correspondence study. The cost of the hardware required to use most of the electronic media in instruction can not only drive up the price of distance learning, it can also limit student access. Thus far, these problems of cost and access have frustrated instructional developers and advocates of the electronic media. While the use of electronic media in distance education will continue to grow, collegiate correspondence study should continue to thrive well into the next century. (written by author) (12 references)

Author: Duning, Becky S. Title: Independent Study in Higher Education: A Captive of Legendary Resilience Publ.: The American Journal of Distance Education, Vol. 1(1) Pub. Yr.: 1987 Pages: 37-46 Abstract: University-based correspondence education, now commonly termed independent study, has for decades transcended the attitudes of detractors who question the worthiness of its students, the quality and utility of its services, and the validity of credits earned in this mode. Demonstrably well-researched, prudently managed, and adjusting to varying educational needs, the concerns and commitments of this field have long been articulated by the National University Continuing Education Association (NUCEA) Division of Independent Study. Does the resilience that this mode has demonstrated over time also play a role, now, in dampening the urge to puzzle over and harness the burgeoning information technologies that are permeating our society? Can the Independent Study Division of NUCEA be a viable and hospitable forum for those in distance education who are committed to a wide mix of technological modes that requires leadership to ensure the soundness, acceptance, and success of these experiments? (written by author) (4 references)

Author: Whittington, Nil Title: Is Instructional Television Educationally Effective? A Research Review Publ.: The American Journal of Distance Education, Vol. 1(1) Pub. Yr.: 1987 Pages: 47-57

Abstract: This article describes a review of more than 100 documents about the educational effectiveness of instructional television conducted by the staff at Texas College and University System. The review covered both pre-produced television programs and live, interactive televised instruction. The article concludes that students taking television courses achieve as well as students taking traditional courses. Television is a medium for communication and has no intrinsic effect on achievement; it is instructional design and techniques, independent of delivery medium, that are the important elements in student achievement. Finally, funders and producers of telecourses exercise stringent procedures to assure acceptable quality of courses. (37 references)

Author: Coldeway, Dan O. **Title:** Behavior Analysis in Distance Education: A Systems Perspective **Publ.:** The American Journal of Distance Education, Vol. 1(2) **Pub. Yr.:** 1987 **Pages:** 7-20 **Abstract:** Distance education is a growing area of educational application. The growth of distance education has encouraged an increase in research and theory related to distance education and distance learning. This paper discusses the relationship between behavior analysis, instructional systems design, and distance education. In doing so, the paper suggests that these three areas could articulate to form a model of distance education that has extensive empirical and theoretical support. By utilizing this research and theory base, distance education could profit and grow extensively without expending additional resources to develop distance education into a new discipline of instruction. (written by author) (27 references)

Author: Shale, Douglas G. **Title:** Pacing in Distance Education: Something for Everyone? **Publ.:** The American Journal of Distance Education, Vol. 1(2) **Pub. Yr.:** 1987 **Pages:** 21-33 **Abstract:** Pacing has been touted as a solution to the ubiquitous dropout problem; essential to academic credibility; and an administrative necessity. The proposition is advanced that discussions of pacing are often at cross-purposes because the means of pacing are confused with the ends that are to be served. Furthermore, the language used in these discussions is usually sufficiently general to reassure all concerned that they are talking about the same means and the same ends when in actuality they are not. A number of illustrative situations are developed to demonstrate the importance of being very clear about why one would consider introducing some form of pacing; how one could identify those forms of pacing that would support the end desire; and how one might think about making trade-offs amongst alternatives. (written by author) (19 references)

Author: Brock, Dee **Title:** ...And Six to Grow On **Publ.:** The American Journal of Distance Education, Vol. 1(2) **Pub. Yr.:** 1987 **Pages:** 34-43 **Abstract:** This article looks at the history of the PBS Adult Learning Service (ALS) and draws from this analysis useful insights about and future trends for the use of telecommunications. Five major elements account for acceptance of ALS: 1. the demand for quality education delivered conveniently to adults; 2. timing; 3. local partnerships plan; 4. responsiveness to the needs of local partnerships; and 5. quality courses. Current trends work toward overcoming three primary obstacles in using television for distant learning. Lack of commitment from the top is a barrier, but more and more CEO's are taking seriously the issue of television. Negative faculty attitudes constitute another problem; however, research indicates that increasing numbers of faculty are teaching through television and are liking it. Dual use of series and development of alternative delivery systems, such as cable, ITFS, and direct satellite broadcast, are helping surmount the problem of limited space on television channels. (written by author) (4 references)

Author: Phillips, Amy F.; Pease, Pamela S. **Title:** Computer Conferencing and Education:

Complementary or Contradictory Concepts Publ.: The American Journal of Distance Education, Vol. 1(2) Pub. Yr.: 1987 Pages: 44-52 Abstract: This article describes an exploratory study of the use of computer conferencing in a top-level management course. Neither the organization nor the conferencing system used is identified, for the sake of confidentiality. Seventeen students - all male - holding high-level positions in business and academia, returned a survey form. The primary reason for enrolment was an interest in the computer-mediated communication process itself. Respondents seemed to enjoy using the computer, but added that it was not "a magic substitute for or improvement over other written media." The educational value received mixed reviews from the students. Although the system was acknowledged as useful for the diffusion of new theories and knowledge and for getting insights into new subjects or views, there was dissatisfaction with the structure and learning strategies used. Several experienced participants felt that the system lacked good mechanisms for making new members feel comfortable in entering a conference or making old members feel it worth their time to reiterate their ideas to new students. One major barrier to increased participation was the lack of a mechanism by which each person receives personal attention from the organizational leaders. (written by authors) (15 references)

Author: Anderson, Joseph S. Title: A Historical Overview of the Application of Telecommunications in the Health Care Industry Publ.: The American Journal of Distance Education, Vol. 1(2) Pub. Yr.: 1987 Pages: 53-60 Abstract: For numerous industries in the U.S., teleconferencing is an effective educational communications medium. The literature supports this premise by suggesting that there is no difference between audio and/or audio-video based communications, and that of traditional face-to-face interaction as it relates to learning outcomes. However, there is a widely held misconception in the health care industry that, from a clinical perspective, teleconferencing provides an inferior substitute for face-to-face interaction. The purpose of this article is to provide the reader with case examples of the application of distance learning past and present uses of teleconferencing as a viable alternative for receiving professional educational programming which may be otherwise difficult to obtain. (written by author) (10 references)

Author: Garrison, Randy D.; Baynton, Myra Title: Beyond Independence in Distance Education: The Concept of Control Publ.: The American Journal of Distance Education, Vol. 1(3) Pub. Yr: 1987 Pages: 3-15 Abstract: This paper attempts to go beyond the important concept of learner independence to examine the concept of control as it relates to the adult learning process in distance education. It is argued that, in order to develop and maintain control of the learning process, there must be a dynamic balance among three dimensions of control: independence, power, and support. These three dimensions are manifested in and determined by the communication process that takes place between teacher and student. The educational components of teacher, student, and content together with the dimensions of control are addressed and their interrelationships explored in terms of the distance education transaction. (written by authors) (18 references)

Author: Holmberg, Borje Title: The Development of Distance Education Research Publ.: The American Journal of Distance Education, Vol. 1(3) Pub. Yr.: 1987 Pages: 16-23 Abstract: This article is concerned with the development of research into distance education from the time between the great wars until now. The importance of research free from any institutional interest is stressed, and the main areas of research actually in the field are looked into. Theoretical approaches to distance education, target-group studies, instructional design, tutor-student interaction, course and systems evaluation, organizational-administrative, and systems studies are areas of research touched on

with references to relevant, published work. Further, the research methods, the need for comparative approaches and the factual existence of a discipline of distance education are briefly discussed. (written by author) (62 references)

Author: Howard, Dawn C. Title: Designing Learner Feedback in Distance Education Publ.: The American Journal of Distance Education, Vol. 1(3) Pub. Yr.: 1987 Pages: 24-40 Abstract: This paper offers a decision model for designing feedback in distance education courses. Two potential problems are first identified with respect to the emphasis on technologies in making decisions about course design. First, over-estimates of the learning benefits of new technologies are likely due to novelty effects and encouragement by manufacturers (Clark & Salomon, 1985). Second, designers may limit the potentials for feedback system designs by considering only existing technologies within an institution or program. (written by author) (34 references)

Author: England, Richard Title: Engineering Education Through Telecommunications: Policy Recommendations for the States Publ.: The American Journal of Distance Education, Vol. 1(3) Pub. Yr.: 1987 Pages: 41-48 Abstract: This article discusses how the use of advanced technology to deliver education on a national basis has brought about the need to develop policies that encourage innovation while assuring quality. The author stresses the need for a cooperative effort among state-level education agencies and the universities in policy development in an effort to promote self-regulation on both an intrastate and interstate basis. The author also recommends that consideration be given to universities which have students enrolled in telecourses when determining the state funding level for the institution. (written by author) (7 references)

Author: Wagner, Ellen D.; Reddy, Nancy L. Title: Design Considerations in Selecting Teleconferencing for Instruction Publ.: The American Journal of Distance Education, Vol. 1(3) Pub. Yr.: 1987 Pages: 49-56 Abstract: Design-driven considerations of instructional message development are discussed within the context of teleconferencing. Rather than having hardware specific variables dictate instructional parameters, the authors suggest that process issues of learning theory, instructional theory, instructional development, and instructional delivery can be used to guide the selection and development of hardware systems through which instructional messages may be delivered to geographically dispersed groups. A conceptual model is presented to depict the relationships which exist among the process components specified by the authors. (written by authors) (15 references)

[Top of Page](#)