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EDITORIAL

This issue of DEOSNEWS contains abstracts of articles from the *Journal of Distance Education*. The *JDE*, an international publication of the Canadian Association for Distance Education (CADE), is published twice a year and began publication in 1986. Its stated aim is "to promote and encourage scholarly work of an empirical and theoretical nature, which relates to distance education in Canada and throughout the world." Abstracts of articles from volumes IV to VI (1989-1991) are posted in this issue of DEOSNEWS. Abstracts from the first three volumes (1986-1988) appeared in Vol. 2 No. 10 of DEOSNEWS. The abstracts, provided by Joan Collinge, Co-Editor of the *JDE*, have been compiled by Vicki Carter. Please note the correct e-mail address for the Co-Editor, Joan Collinge. We apologize for any inconvenience caused by the incorrect information listed previously. Complete abstracts from both *The American Journal of Distance Education* and the *Journal of Distance Education* have been posted on DEOSNEWS. The editor will consider posting abstracts of articles from other major journals in the field of distance education, with the permission of the respective editors of the journals. Please contact Morten Flate Paulsen for details regarding submission of abstracts to DEOSNEWS.

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ABSTRACTS FROM JOURNAL OF DISTANCE EDUCATION

VOLUME IV - Spring/Fall 1989

Author(s): David Kirby and Cathryn Boak  
Title: INVESTIGATING INSTRUCTIONAL APPROACHES IN  
AUDIO-TELECONFERENCING CLASSES  
Publ: Journal of Distance Education, Vol. IV No. 1  
Publ. Yr.: 1989  
Pages: 5-19  
Abstract: This paper reports on the use of a system for analyzing audio-

teleconferencing instructional sessions. The system (SATA), which analyzes the interactions that take place in audio-teleconferencing, was used to examine six university credit courses.

The courses, delivered by the teleconference network of Memorial University of Newfoundland, differed in level, discipline, use of supplementary media, and a number of other variables. The results of the study indicate the potential of SATA for depicting the instructional approach used by the instructor in an audio-teleconferencing class.

Author(s): Dominique A. M. X. Abrioux

Title: COMPUTER-ASSISTED LANGUAGE LEARNING AND DISTANCE EDUCATION

Publ: Journal of Distance Education, Vol. IV No. 1

Publ. Yr.: 1989

Pages: 20-35

Abstract: Whereas computer applications are frequently used in the teaching of second languages in traditional educational settings, foreign language teaching at a distance has all but ignored the potential which this medium holds. After examining the use which computer can be put to in distance education in general, this paper analyzes applications which are particular to second language teaching at a distance. The paper also presents specific ways in which computer-assisted language learning can help remedy some of the difficulties faced by the distance learner of a second language.

Author(s): Johannes Mutanyatta

Title: FORMATIVE EVALUATION OF DISTANCE EDUCATION: A CASE STUDY OF THE CERTIFICATE IN ADULT EDUCATION AT THE UNIVERSITY OF BOTSWANA

Publ: Journal of Distance Education, Vol. IV No. 1

Publ. Yr.: 1989

Pages: 36-45

Abstract: This paper presents the results of an evaluation of a distance education program at the University of Botswana. This two-year program for the Certificate in Adult Education (CAE) was developed in 1983. The course, intended for adult educators already working in the field, is open to applicants with Junior Certificates (three years of secondary education). During the course, students work with written texts and attend compulsory study weekends every month.

The evaluation presented here focused on two aspects of the program:

- (1) the administration of distance education and
- (2) the course content.

The data were gathered through feedback from the monthly study weekends, through group discussion, and from self-administered questionnaires. The survey findings were coded and analyzed using cross tabulations and chi-squares and Pearson's R tests to assess whether apparent differences were significant (at 0.5\* and 0.0\*\* levels of significance). A number of variables influenced academic performance, including staying with children,\* hours of work per day,\*\* provision of study time by the employer,\*\* availability and use of libraries,\* newspaper reading,\* and age.\*

This paper also looks at the students' perception of the content, value, and quality of the course and the effectiveness of weekend teaching methods. A number of recommendations are made. These include the need for the Institute of Adult Education (IAE) to continue negotiating with employers to provide trainees with reasonable study time during normal working hours, to review and improve methods of submitting monthly assignments, to adapt individual counselling to the trainees' learning needs, and to revise difficult learning units.

Author(s): Celine Lebel

Title: LE SUPPORT A L'ETUDIANT EN ENSEIGNEMENT A DISTANCE

Publ: Journal of Distance Education, Vol. IV No. 2

Publ. Yr.: 1989

Pages: 7-24

Abstract: Since distance education first started, the needs for student support have never been reconsidered. In this regard, various frameworks have been recommended and many technological methods have been tried.

Independently from the recognized formats, the present article proposes a definition of student support in distance education and defines the content of support interventions, that is, their nature and the scope of their application.

The author also shows how different types of intervention can contribute to reaching the two goals of student support: realizing instructional objectives and developing student independence.

Author(s): Robert M. Bernard and Cheryl L. Amundsen

Title: ANTECEDENTS TO DROPOUT IN DISTANCE EDUCATION: DOES ONE MODEL FIT ALL?

Publ: Journal of Distance Education, Vol. IV No. 2

Publ. Yr.: 1989

Pages: 25-46

Abstract: In recent years, there has been an interest in adapting models of dropout-persistence, drawn from the literature of higher education, to explain the attrition phenomenon in distance education. The focus of these models has been redirected from explanations of program attrition (i.e., leaving university) to individual course attrition (i.e., leaving a course). Program models typically include little consideration of differing course characteristics (such as content, intended learning outcomes, and so on). At the program level, this is reasonable, since the nature of individual courses is likely to exert minor influence on decisions to leave university. However, such characteristics may contribute to decisions to drop out from courses. This study was conducted to determine if the Tinto Model of Student Persistence and Withdrawal in Higher Education holds across a variety of distance education course types, as Sweet has suggested. Results indicate that course factors may exert a potent influence on the relative importance of major elements in Tinto's model. It is argued that future models of course attrition recognize the contribution of differing course characteristics.

Author(s): Richard M. C. Siaciwena

Title: STAFF ATTITUDES TOWARDS DISTANCE EDUCATION AT THE UNIVERSITY OF ZAMBIA

Publ: Journal of Distance Education, Vol. IV No. 2

Publ. Yr.: 1989

Pages: 47-62

Abstract: The University of Zambia operates an integrated system of distance education in which regular teaching staff teach both internal and distance students. Although lecturers are contractually obliged to teach distance students they are mainly recruited to teach internal students. It is important, therefore, to determine their acceptance of correspondence teaching, especially in a situation of staff shortages which result in high lecturer/student ratio.

This article summarizes results of a study in which a closed form questionnaire was used to elicit lecturers' opinions on various aspects of distance education at the University of Zambia. Some of the main findings are that lecturers did not have enough time to carry out their correspondence teaching responsibilities and that distance teaching was an extra burden which was not sufficiently rewarding. However, distance teaching per se was not resented, and a small but significant proportion of the respondents found it enjoyable. Also the majority thought it was fair for them to teach both internal and external students.

It is proposed in the article that in order to develop more positive attitudes towards distance teaching, lecturers need some incentives and training especially in correspondence course writing.

Author(s): Marilyn Callahan and Brian Wharf  
 Title: DISTANCE EDUCATION IN SOCIAL WORK IN CANADA  
 Publ: Journal of Distance Education, Vol. IV No. 2  
 Publ. Yr.: 1989  
 Pages: 63-80

Abstract: This article reviews the experience of Schools of Social Work in Canada in providing BSW programs through distance education. The experience of the School of Social Work at the University of Victoria is presented in some detail because of its lengthy and successful record in distance education.

In view of the paucity of accepted criteria to evaluate distance education programs, the authors developed a set based on standards used to evaluate social service and income security programs. Applying these criteria of off-campus programs yields the conclusion that distance education programs are effective and should be replicated.

VOLUME V - Spring/Fall 1990

Author(s): Richard Powell, Christopher Conway, and Lynda Ross  
 Title: EFFECTS OF STUDENT PREDISPOSING CHARACTERISTICS ON STUDENT SUCCESS  
 Publ: Journal of Distance Education, Vol. V No. 1  
 Publ. Yr.: 1990  
 Pages: 5-19

Abstract: The question of why some students successfully study through distance education and others do not is becoming increasingly important as distance education moves from a marginal to an integral role in the provision of post-secondary education. This paper first advances a multivariate framework for examining this issue. It then explores the predictive capability of students' "predisposing characteristics" in regard to their chances of successfully completing their first Athabasca University distance education course. Using Discriminant Analysis nine predisposing characteristics were found to be significantly related to success. The paper concludes with an assessment of the applicability of this approach to provide the basis for a comprehensive model for understanding success and persistence in distance education.

Author(s): Elizabeth Burge and Helen Lenskyj  
 Title: WOMEN STUDYING IN DISTANCE EDUCATION: ISSUES AND PRINCIPLES  
 Publ: Journal of Distance Education, Vol. V No. 1  
 Publ. Yr.: 1990  
 Pages: 20-37

Abstract: We discuss the design and implementation of a women's studies course in order to link four issues: graduate level learning, distance mode design and delivery, the andragogy debates, and feminist principles of teaching and learning. A critical analysis of the actual learning process from the course leader's perspective is provided, and we conclude with recommendations for future women's studies courses in distance education.

Author(s): David Kember, Tammy Lai, David Murphy, Irene Siaw, Julian Wong, and K. S. Yuen  
 Title: NATURALISTIC EVALUATION OF DISTANCE LEARNING COURSES  
 Publ: Journal of Distance Education, Vol. V No. 1  
 Publ. Yr.: 1990  
 Pages: 38-52

Abstract: This paper examines the characteristics of the naturalistic paradigm for enquiry. It discusses the way these characteristics can be operationalized for evaluations of academic and student support for distance education courses. Naturalistic enquiry is illustrated by reporting an evaluation of the administrative and academic support systems for a distance education course for the textile and clothing industries. The methodology is compared to that of the more commonly employed

rationalistic paradigm. The advantages and disadvantages of the two paradigms for this type of evaluation are discussed.

Author(s): Gordon Thompson

Title: HOW CAN CORRESPONDENCE-BASED DISTANCE EDUCATION BE IMPROVED?  
A SURVEY OF ATTITUDES OF STUDENTS WHO ARE NOT WELL DISPOSED  
TOWARD CORRESPONDENCE STUDY

Publ: Journal of Distance Education, Vol. V No. 1

Publ. Yr.: 1990

Pages: 53-65

Abstract: This study explored the attitudes of post-secondary students who were negatively disposed toward correspondence-based distance education programs. Forty-eight subjects were interviewed to determine their views regarding the primary disadvantages associated with correspondence-based distance education and their suggestions as to how such programs can be improved. The results indicated that the restricted interaction with the instructor was perceived as the major disadvantage. The preferred strategy for improvement was periodic face-to-face meetings with the instructor in preference to periodic telephone conversations. Increased contact with other students studying the same course was much less important than increased contact with the instructor. Implications for practice are discussed.

Author(s): Gill Kirkup and Christine von Prummer

Title: SUPPORT AND CONNECTEDNESS: THE NEEDS OF WOMEN DISTANCE  
EDUCATION STUDENTS

Publ: Journal of Distance Education, Vol. V No. 2

Publ. Yr.: 1990

Pages: 9-31

Abstract: Joint survey research undertaken at the FernUniversitat, West Germany, and Open University, UK, suggests that men and women students have different needs with respect to the local support provided during their distance study. Women are more regular attenders at face-to-face tutorials, and value local provision, especially the chance to interact with other students, more than men. The authors relate this to models of intellectual development of women, and argue for the importance of providing distance education suitable to women's needs.

Author(s): Louise Moran

Title: INTER-INSTITUTIONAL COLLABORATION: THE CASE OF THE AUSTRALIAN  
INTER-UNIVERSITY WOMEN'S STUDIES MAJOR\*

Publ: Journal of Distance Education, Vol. V No. 2

Publ. Yr.: 1990

Pages: 32-48

Abstract: Numerous innovations in inter-institutional collaboration in distance education appeared in the 1980s and, despite the manifest difficulties, collaboration bids fair to become a hallmark of distance education into the 21st century. What are these difficulties? What conditions are necessary for successful inter-institutional collaboration? These questions are considered in the light of the experience of one highly successful project in Australian distance education - the Women's Studies Major program developed and taught jointly by Deakin, Murdoch, and Queensland Universities since 1983. It is concluded that conditions for effective collaboration include mutual trust and esteem among the partners, effective communications systems, and commitment to and control over the project by the relevant individuals and groups. Feminist values of, and approaches to collective action and collegiality have much to offer distance educators considering collaborative projects.

\* A version of this paper was presented at the Conference of the Canadian Association for Distance Education, Quebec City, May 1990.

Author(s): Dr. Asha S. Kanwar

Title: DISTANCE EDUCATION FOR WOMEN'S EQUALITY: AN INDIAN PERSPECTIVE

Publ: Journal of Distance Education, Vol. V No. 2

Publ. Yr.: 1990

Pages: 49-58

Abstract: This paper attempts to outline the role of distance education in upgrading the status of women in India. In a large and developing country like India, distance education is not only cost-effective but can also reach out to all sections of society including the marginalized and the dispossessed. In spite of the fact that women's participation in all spheres of life has increased in post-independence India, there has been no concomitant change in their status. This is partly because the thrust of our policies has been not to change relations of production which also subsume gender relations, but only to commiserate with the lot of women and to "improve" it with subsidies and other "discriminatory compensation." Such ad hoc solutions provide short-term remedies but fail to diagnose the basic problem. Instead of liberal humanist reformism, a more radical approach is needed so that the gender problem can be tackled not only in relation to its internal dialectic but also in relation to the economic, ideological, and political factors that constitute its wider context. It is beyond the scope of this paper to undertake such a wide-ranging analysis. Instead it will focus specifically on how Indira Gandhi National Open University can devise effective educational strategies that can bring about social change. A Women's Studies Centre can be set up not only to provide an interdisciplinary perspective to its academic courses but also to monitor sexism in media and other cultural practices in order to generate awareness in gender-related issues, among other things. Surely a national open university would be the best site for such ideological battles to be fought and won.

Author(s): Catherine Bray

Title: CYBORGS, NURSES, AND DISTANCE EDUCATION: A FEMINIST SCIENCE FICTION

Publ: Journal of Distance Education, Vol. V No. 2

Publ. Yr.: 1990

Pages: 59-69

Abstract: In this paper, the author identifies the cyborg, a combination of machine and organism, as a fruitful model through which to understand distance educational technologies. Offices and hospitals are compared to distance education workplaces, and ways in which gender is related to the use of technology in these workplaces are indicated. Finally, ways in which women distance educators and students can make cyborgs of themselves are discussed.

VOLUME VI - Spring/Fall 1991

Author(s): Paul Kirschner, Marthie Meester, and Evert Middelbeek

Title: PRACTICAL OBJECTIVES AT THE OPEN UNIVERSITY OF THE NETHERLANDS

Publ: Journal of Distance Education, Vol. VI No. 1

Publ. Yr.: 1991

Pages: 5-27

Abstract: The Open university of the Netherlands (OuN) differs from more traditional polytechnics and universities along two dimensions. One, it is an institution for 'open, higher distance' education (dimension 1), which, two, offers 'interdisciplinary' degree programs in the Natural Sciences (dimension 2). This necessitates a different approach to the curricula in general and to practicals in particular than that adopted by more traditional institutions. Using the forced-choice method of pair comparisons and a Likert scale inventory, a list of eight general objectives, 64 specific objectives, and 38 end-terms for undergraduate practicals in the Natural Sciences were evaluated to determine their importance to the overall aims of the degree programs. This led to

prioritizing objectives and ultimately to decisions regarding their inclusion in the curricula.

Author(s): Connie L. Dillon, Herbert R. Hengst, Dawn Zoller

Title: INSTRUCTIONAL STRATEGIES AND STUDENT INVOLVEMENT IN DISTANCE EDUCATION: A STUDY OF THE OKLAHOMA TELEVISED INSTRUCTION SYSTEM

Publ: Journal of Distance Education, Vol. VI No. 1

Publ. Yr.: 1991

Pages: 28-41

Abstract: This study investigates the instructional strategies used by faculty who teach on an interactive television system. Based upon a series of surveys and follow-up interviews with participating faculty, this study examines the strategies used, the barriers to interaction, and the impact of technology upon the selection of strategies. Although the system provides live interaction among faculty, distance students, and on-campus students, only a minority of the instructors use interactive strategies. The faculty who use interactive strategies in their on-campus class turn to teacher-centered strategies in the equivalent television class. Recommendations include increased integration of instructional telecommunications activities within faculty development programs and further research related to the impact of instructional strategies upon learning.

Author(s): Robert Sweet

Title: CANADIAN PROPRIETARY CORRESPONDENCE SCHOOLS: SOME ISSUES OF ACCESS AND TECHNOLOGY

Publ: Journal of Distance Education, Vol. VI No. 1

Publ. Yr.: 1991

Pages: 42-63

Abstract: This paper describes the organizational structure and operating characteristics of proprietary distance education schools, a significant but largely unexamined sector of the post secondary education and training system in Canada. The contribution of proprietary schools to improved accessibility is treated in terms of access as entry, completion, and transition. These concepts are discussed with reference to evolving government policies of increased privatization and support for the distribution of instruction by non-traditional means, including distance education. The organizational structure of the proprietary schools is defined by their position along a continuum of distance education designs suggested in the literature as progressing from traditional, print-based correspondence provision to the "virtual classroom" requiring computer-mediated communications technology. The influence of communications technology is seen as central to the successful adaptation of proprietary distance education schools to the altered education and training requirements of the Canadian labour force.

Author(s): Renald Marchand and Raymond Brulotte

Title: L'ANALYSE DES COUTS DE LA FORMATION A DISTANCE

Publ: Journal of Distance Education, Vol. VI No. 1

Publ. Yr.: 1991

Pages: 64-88

Abstract: The strategic planning of a distance education institution requires a thorough knowledge of costs associated with each of its characteristic functions, mainly course design, printing, diffusion, and support. Normal university accounting does not provide sufficient information for this planning. Relevant information must be produced through a restructuring of the financial data. The model of cost-analysis developed by the office of economic and financial studies of Tele-universite divides the costs of managing the institution into six main functions and 30 secondary functions. Different methods of organizing the data compiled in this manner can then be applied to the analysis.

Author(s): John Viljoen, Dale Holt, and Stanley Petzall  
Title: QUALITY MANAGEMENT IN AN MBA PROGRAM BY DISTANCE  
EDUCATION  
Publ: Journal of Distance Education, Vol. VI, No. 2  
Publ. Yr.: 1991  
Pages: 7-24

Abstract: This paper uses a qualitative, longitudinal methodology to focus on the creation of a consumer (student) oriented framework for quality in the Deakin University MBA by distance education. Quality is viewed as the outcome of a complex set of interactions between staff, students, learning materials, and supportive educational method. The notion of students acting as passive recipients of "quality" teaching is rejected. The contention is made that quality is a primary means of gaining competitive differential advantage in a specified segment of the MBA market, only if quality is defined by student perceptions. The research findings enable the development of a Student Learning Framework of Quality that demonstrates the need for efficient learning, opportunities for student interaction with learning materials, with the workplace, with teaching staff, and with study groups and residential schools. This framework is analyzed in terms of the value chain concept and implications are drawn for the successful future management of the Deakin MBA program.

Author(s): M-P Dessaint and D. Boisvert  
Title: MOTIVATIONS DES PERSONNES AGEES DE 55 ANS ET PLUS A SUIVRE  
DES COURS A DISTANCE  
Publ: Journal of Distance Education, Vol. VI, No. 2  
Publ. Yr.: 1991  
Pages: 25-38

Abstract: This article considers the motivations of people of 55 years of age and over who have followed courses with the distance education division (D.F.D) of the Quebec Ministry of Education during 1988. In the absence of specific motivation scale for distance education for this group of learners, the authors were forced to build their own, which they adapted from those of Boshier (1971; 1977), Boshier and Riddell (1978), and Sprouse (1981).

The 549 items of motivation collected through a questionnaire given to a representative sample of elderly learners of the D.F.D. has enriched the scale adapted from the authors cited above. This scale was transformed into a scale of motivations specific to distance education. The authors were able to introduce two new statements and to establish an order of importance for the statements and categories of this new scale.

Author(s): Catherine E. (Betty) Cragg  
Title: NURSES' EXPERIENCES OF A DISTANCE COURSE BY CORRESPONDENCE  
AND AUDIOTELECONFERENCE  
Publ: Journal of Distance Education, Vol. VI, No. 2  
Publ. Yr.: 1991  
Pages: 39-57

Abstract: A qualitative research study was conducted to examine the experience, learning strategies, and reported learning of nurses taking a Nursing Issues course by teleconference or correspondence. Telephone interviews were conducted with 24 female nurses from distance post-RN programs at four Canadian university nursing schools. Two schools used a teleconference, group-oriented approach; another two used a correspondence-based, individually-oriented approach. The respondents were similar in many ways: demographics, motivation for study, learning approaches, and reported learning. Important factors in the students' reactions included: compatibility of learning style with teaching method; supports from family, employer, and peers; resources available in the community; and perceptions of the university attitude to students. Most students studying by each method were group-oriented in their approach to learning. Teleconferences encouraged group learning; although correspondence was more convenient. Most students were very teacher dependent despite the lack of direct contact. Often they were learning in

spite of, rather than because of, the teaching method used. Most students in both groups reported changes in attitudes as a result of the course and the program and there is evidence that resocialization to professional attitudes occurred.

Author(s): Eno Effe

Title: DETERMINANTS OF THE STUDY PATTERNS OF FEMALE DISTANT LEARNERS: AN EVALUATIVE SURVEY

Publ: Journal of Distance Education, Vol. VI, No. 2

Publ. Yr.: 1991

Pages: 58-63

Abstract: An evaluative survey of the study habits of female distant learners in Nigeria suggests that home environment, household chores, maternal responsibilities, isolation, and concentration problems constitute barriers to private learning. The emerging pattern of the study habits appears to be a response to these major barriers. The paper notes the impact of these barriers as evident in several learning problems. Their implications for female education, particularly in areas where women are poorly represented, are discussed. Steps to enhance the education of women as a disadvantaged group are suggested and are seen as developmental measures for distance education.

Author(s): Robert Sweet, Terry Anderson, and Martha Halenda

Title: ADOPTION AND USE OF A COMPUTER-MEDIATED COMMUNICATION SYSTEM BY CONTACT NORTH SITE COORDINATORS

Publ: Journal of Distance Education, Vol. VI, No. 2

Publ. Yr.: 1991

Pages: 64-78

Abstract: This paper describes some of the factors underlying successful use of the CoSy computer-mediated communication system in the Ontario Government's Contact North/Contact Nord Distance Education Project by 11 women who, in a relatively short period of time, acquired sufficient competence with CoSy to make conferencing an integral part of their role as community educators. Their very positive response to the technological demands of the job runs counter to expectations developed in much of the literature on women, work, and technology. For the most part, previous research has characterized women's relationship with technology as antagonistic. Our description of the process of adoption and use of CoSy at Contact North provides an alternative understanding of the initial relationship between characteristics of the individual and the machine. The reasons underlying resistance to technological change are an important source of knowledge; but equally important is the basis for enthusiasm that can greet new technological conditions of work. Rather than representing barriers to be overcome or problems to be surmounted, computer conferencing systems can offer a congenial setting for establishing the technical competence and positive attitudes that lead to adoption and use decisions.

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