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ABSTRACTS FROM ARTICLES APPEARING IN
THE AMERICAN JOURNAL OF DISTANCE EDUCATION
1991

VOLUME 5 NUMBER 1

Author(s): Abrioux, Dominique
Title: Computer Assisted Language Learning at a Distance: An International Survey
Publ.: The American Journal of Distance Education, Vol. 5, No. 1
Pub. Yr.: 1991
Pages: 3-14
Abstract: The article presents the results from a survey of sixty-five distance education institutions around the world, summarizing the use of computer assisted language learning in their courses. The article presents and analyzes statistics about the languages taught and the applications used at the institutions. The general categories of applications included are: Computer Assisted Language Learning (remediation drills, tutorials, games, simulations, etc.), Computer Conferencing, and Computer Managed Instruction (marking of assignments or exams, exam item banking, record keeping and tracking, placement testing, etc.). (16 references)

Author(s): Davie, Lynn E. and Rosalie Wells
Title: Empowering the Learner Through Computer-Mediated Communication
Publ.: The American Journal of Distance Education, Vol. 5, No. 1
Pub. Yr.: 1991
Pages: 15-23
Abstract: The article discusses features of computer-mediated communication that can support learner empowerment. It focuses on the instructors' role, group interaction, the implications of text-based dialogue, and the presence of a permanent transcript. Finally, the article discusses the pedagogical use of transcripts and suggests possible transcript-based assignments. (20 references)

Author(s): Dille, Brian and Michael Mezack
Title: Identifying Predictors of High Risk Among Community College Telecourse Students
Publ.: The American Journal of Distance Education, Vol. 5, No. 1
Pub. Yr.: 1991
Pages: 24-35
Abstract: A descriptive study was conducted at a southwestern community college during the spring of 1989 to relate selected aspects of

retention and academic success in the community college telecourse students to locus of control (using the RIELC Scale), learning style (using Kolb's LSI), and selected demographic data. The sample was composed of 151 students enrolled in four, lower division telecourses. Based on the data, the profile of a "high risk" telecourse student is the following: the younger (25 or younger) student, divorced, with fewer than 30 college credit hours completed, with a GPA lower than 3.0-2.9, with a higher than average Rotter score (above 7.5), a higher than average (25 or above) Concrete Experience score, and a lower than average (below 5) AC-CE score. This information can be used by counsellors in the advisement process to lower telecourse attrition rates. (Written by author) (7 references)

Author(s): Rudich, Kenneth S.
 Title: Marketing the Telecommunications-Based Adult Continuing Education Program
 Publ.: The American Journal of Distance Education, Vol. 5, No. 1
 Pub. Yr.: 1991
 Pages: 36-42
 Abstract: The article stresses the importance of marketing and customer satisfaction in telecommunications-based adult continuing education programs. Further, the marketing roles of instructors and other stakeholders are discussed, and finally, the article describes a three-stage marketing strategy which comprises a situational analysis of the market, development of a marketing plan, and implementation of the plan. (4 references)

Author(s): Wilkes, C. Wynn and Byron R. Burnham
 Title: Adult Learner Motivations and Electronic Distance Education
 Publ.: The American Journal of Distance Education, Vol. 5, No. 1
 Pub. Yr.: 1991
 Pages: 43-50
 Abstract: The article reports a motivation study of 156 students enrolled in the Utah State University's electronic distance education system (COM-NET). The courses examined were taught via audio coupled with electronic writing boards. Both audio and graphics were transmitted via telephone lines. The independent variables in the study were the motivational orientation of the participants (E.P.S.), demographic data, and course data. The dependent variables were the participants' perceptions of the learning environment in the areas of satisfaction (LEI), material environment, involvement (CUCEI), and extension. The article concludes that there appears to be little practical relationship between motivational orientations and participants' satisfaction. (14 references)

Author(s): Jones, Christine S. and William M. Timpson
 Title: Technologically Mediated Staff Development: A Retrospective Case Study
 Publ.: The American Journal of Distance Education, Vol. 5, No. 1
 Pub. Yr.: 1991
 Pages: 51-56
 Abstract: Colorado State University has utilized telecourses for on-going, effective, site-based development since 1982. These materials are in modular format with texts; handbook; and individual, thirty minute pre-recorded videotapes for each lesson (14). While attrition has been high, completers report increases in knowledge, skill, and self-confidence as well as appreciation for the convenience and flexibility. When participants study in groups, they also report increased collegiality. Given the evidence of factors promoting change--adaptation to local conditions, involvement of a significant number of local staff--these telecourses offer some distinct advantages over campus-based instruction. (Written by authors) (5 references)

VOLUME 5 NUMBER 2

Author(s): Kember, David, David Murphy, Irene Siaw, and K. S. Yuen
Title: Towards a Causal Model of Student Progress in Distance Education: Research in Hong Kong
Publ.: The American Journal of Distance Education, Vol. 5, No. 2
Pub. Yr.: 1991
Pages: 3-15
Abstract: This article develops a path model of student progress in distance education. The basis of the development was the influential model of Tinto (1975), which has been modified to suit the special circumstances of distance students. In particular, this study has paid attention to the social integration component, sometimes lacking in previous attempts to apply Tinto's model to distance education. The analysis, using path methods, confirms the importance of social integration, along with academic integration, which act as intervening variables between the background and outcome variables. (Written by authors) (28 references)

Author(s): Dyer, Gordon C
Title: Design and Implementation of an M.B.A. Program in the United Kingdom
Publ.: The American Journal of Distance Education, Vol. 5, No. 2
Pub. Yr.: 1991
Pages: 16-23
Abstract: The UKOU has extended its open access philosophy to part-time programmes of management education up to MBA level, intending no discrimination in terms of gender, class, entry qualifications, upper age, ethnic root, occupation or other disadvantage, and to cover organisational needs in all economic sectors. The paper describes how the objectives of open access and maintenance of quality of output are achieved through appropriate systems design of program, routing and a "ladder of opportunity". The contribution of Computer Mediated Conferencing as a future teaching medium in the programme is evaluated, in the context of its potential to aid interactive communication, widen access to, and reduce isolation of students. (Written by author) (7 references)

Author(s): Ross, David
Title: Project Management in the Development of Instructional Material for Distance Education: An Australian Overview
Publ.: The American Journal of Distance Education, Vol. 5, No. 2
Pub. Yr.: 1991
Pages: 24-30
Abstract: The article describes project management in general and points out some implications for the development of instructional material. The article recommends "phase network"--a technique for scheduling, supervising, and controlling instructional materials development projects. The technique comprises these four stages: Preparation of the phase network, estimation of expected time to perform each work element, development of the phase network, and monitoring and control. (1 reference)

Author(s): Collis, Betty A.
Title: Telecommunications-Based Training in Europe: A State-of-the-Art Report
Publ.: The American Journal of Distance Education, Vol. 5, No. 2
Pub. Yr.: 1991
Pages: 31-40
Abstract: The article reports on the European Community-sponsored

seminar "Telecommunications Based Training Systems in the 90's" held in Madrid, Spain, January 21 and 22, 1991. The seminar focused on state-of-the-art projects involving telecommunications for training and instruction. Further, the article gives brief reviews of these Europe-wide projects: DELTA (Developing European Learning Through Technological Advance), LAT (Learning by Advanced Telecommunications), OLE (Organizational Learning in Enterprises), OLEW (Open Learning Experimental Workshop), SATDOC (Satellite Medical Education and Data Transfer), JANUS (Joint Academic Using Satellite), CAPTIVE (Image Transmission in Distance Education), Channel e (Development of a European Educational Broadcast Series by Mass Audience Satellite). In addition, several other European Projects involving telecommunications-based training are mentioned. (13 references)

Author(s): Tait, Alan
 Title: Distance Education in the United Kingdom Today: Current Trends
 Publ.: The American Journal of Distance Education, Vol. 5, No. 2
 Pub. Yr.: 1991
 Pages: 42-46
 Abstract: The article briefly describes the Open University, the Open Tech, the Open College, and the Open Polytechnic. In addition, it presents several European distance education projects and discusses their implications for the Open University. (10 references)

Author(s): Immonen, Jouni and Jorma Rinta-Kanto
 Title: Features of Distance Education in Finland
 Publ.: The American Journal of Distance Education, Vol. 5, No. 2
 Pub. Yr.: 1991
 Pages: 47-50
 Abstract: The article presents the development of distance education in Finland. The discussion includes information about adult education, distance education at universities, creation of and cooperation among cooperative networks, media, and research activities. (0 References)

Author(s): Mohle, Horst
 Title: Distance Education in Eastern Germany
 Publ.: The American Journal of Distance Education, Vol. 5, No. 2
 Pub. Yr.: 1991
 Pages: 51-54
 Abstract: The article presents distance education in eastern Germany with special emphasis on goals, research findings, and the consequences of the unification of the two German states. (7 references)

Author(s): Gao, Fuwen
 Title: The Challenge of Distance Education in China
 Publ.: The American Journal of Distance Education, Vol. 5, No. 2
 Pub. Yr.: 1991
 Pages: 54-58
 Abstract: The article presents distance education in China with an emphasis on satellite TV-based education. The article also elucidates the demand for education and the impact of distance education on the development of China. (0 references)

Author(s): Wei, Renfang
 Title: China's Network of Radio and Television Universities
 Publ.: The American Journal of Distance Education, Vol. 5, No. 2
 Pub. Yr.: 1991
 Pages: 59-64
 Abstract: The article presents China's Network of Radio and Television Universities (TVU), its organizational structure, its administrative and

academic responsibilities, and the relationship between TVUs and governments. The article also includes information about TVU degrees and curricula. (4 references)

Author(s): Garrido, Jose Luis Garcia
 Title: Overview of Spanish and Latin American Distance Higher Education
 Publ.: The American Journal of Distance Education, Vol. 5, No. 2
 Pub. Yr.: 1991
 Pages: 64-68
 Abstract: The article presents an overview of distance education institutions dealing with higher education in Spain and Latin America. The Spanish UNED, the Costa Rican UNED, and the Venezuelan UNA are discussed in greater detail. (2 references)

VOLUME 5 NUMBER 3

Author(s): Phelps, Ruth H, Rosalie A. Wells, Robert L. Ashworth, Jr., and Heidi A. Hahn
 Title: Effectiveness and Costs of Distance Education Using Computer-Mediated Communication
 Publ.: The American Journal of Distance Education, Vol. 5, No. 3
 Pub. Yr.: 1991
 Pages: 7-19
 Abstract: A portion of an Army resident course was converted for distance study via computer-mediated communication (CMC). Students and instructors communicated with each other using computers at home, thus creating an "electronic classroom". Test scores, completion rates, student perceptions and costs were compared to resident training. Results showed CMC performance is no different than resident, and completion rates and costs are less than resident instruction. (Written by authors) (24 references)

Author(s): Gehlauf, DeeAnn N., Mark A. Shatz, and Tim W. Frye
 Title: Faculty Perceptions of Interactive Television Instructional Strategies: Implications for Training
 Publ.: The American Journal of Distance Education, Vol. 5, No. 3
 Pub. Yr.: 1991
 Pages: 20-28
 Abstract: Perceptions of the effectiveness of various instructional strategies utilized in interactive television classes were investigated. Instructors who had experience teaching interactive television courses at Ohio University were surveyed. The results showed that the instructional methods most frequently used in interactive televised courses were those methods associated with traditional classroom instruction (e. g. lecture and overhead notes). The instructional methods deemed as effective for interactive television courses were much more audio-visually oriented (e. g. videotapes and slides). Instructors also indicated a desire for training prior to entering interactive television classrooms. The implications of the findings for future research and the development of training programs are discussed. (Written by authors) (10 references)

Author(s): Moore, D. Michael, John K. Burton, and Norman R. Dodl
 Title: The Role of Facilitators in Virginia's Electronic Classroom Project
 Publ.: The American Journal of Distance Education, Vol. 5, No. 3
 Pub. Yr.: 1991
 Pages: 29-39

Abstract: This paper provides background information about the state-wide delivery of televised instruction to schools with a satellite downlink in Virginia. It presents the project history, guidelines for classrooms and facilitators, description of actual facilities, and the role and selection of local facilitators. Finally, the article reports conclusions about the project based on an independent investigation.

Author(s): Maloy, William L. and Nancy N. Perry
Title: A Navy Video Teletraining Project: Lessons Learned
Publ.: The American Journal of Distance Education, Vol. 5, No. 3
Pub. Yr.: 1991
Pages: 40-50

Abstract: Video teletraining (VTT) is a distance learning technology with great potential for restructuring the schooling process. This article describes the approach the Naval Education and Training Command took, and the issues it faced in designing an implementation plan for a Navy-wide Video Teletraining system. "Lessons learned" in the areas of policy, instruction, management, and system architecture, are discussed and generalized in terms of their implications for other organizations who may be planning VTT systems. Finally, the need for this nation to fully exploit VTT's potential is addressed. (Written by authors) (9 references)

Author(s): Cheng, Hui-Chuan, James Lehman, and Penny Armstrong
Title: Comparison of Performance and Attitude in Traditional and Computer Conferencing Classes
Publ.: The American Journal of Distance Education, Vol. 5, No. 3
Pub. Yr.: 1991
Pages: 51-64

Abstract: The article describes a study of the effectiveness of computer-mediated communication (CMC) used in a graduate-level instructional computing course in Indiana. In Spring 1989, twenty-five regular on-campus students and twenty eight off-campus, in-service teachers took part in the study. The off-campus group comprised both correspondence students and CMC students. The study compared the three student-groups' achievements, time-on-tasks, and attitudes. In conclusion, the article suggests that computer conferencing can be an effective teletraining device for academic institutions. (6 references)

Author(s): St. Pierre, Suzanne and Larry K. Olsen
Title: Student Perspectives on the Effectiveness of Correspondence Instruction
Publ.: The American Journal of Distance Education, Vol. 5, No. 3
Pub. Yr.: 1991
Pages: 65-71

Abstract: The article reports a study on students' perception of instructors and instructional impact in terms of student satisfaction with the delivery of college credit correspondence courses. The findings were based on a Student Perception Questionnaire that was mailed to 700 random students who completed college credit courses via correspondence study from the Pennsylvania State University during a one-year time period. (12 references)

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