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EDITORIAL

This issue of DEOSNEWS contains abstracts of articles from The American Journal of Distance Education. AJDE, a publication of The American Center for the Study of Distance Education at The Pennsylvania State University, has been published three times a year since 1987. Its stated purpose is to disseminate information and act as a forum for criticism and debate about the research and practice of distance education in the Americas. The focus is on the role of print, electronic, and telecommunications media and multimedia systems in the delivery of education in universities and colleges, business and industry, the military, proprietary schools, and in the public schools. Abstracts from the three issues published in 1992 (6:1, 6:2, and 6:3) are presented here.

THE AMERICAN JOURNAL OF DISTANCE EDUCATION

VOLUME 6 NO. 1 - 1992

Author(s): Henry C. Johnson, Jr.
Title: VALUES AT A DISTANCE: PARADOX AND PROMISE
Publ: The American Journal of Distance Education, Vol. 6 No. 1
Publ. Yr.: 1992
Pages: 4-13
Abstract: Education is both for and about values. It is for values to the extent that it is a process that can change not only our knowledge, but also our being. It is about values in that the subject matter of education is the totality of human experience, drawn from our common past, and focused in terms of purpose. To achieve these purposes, higher education has traditionally constructed a special community of scholars and students. Education at a distance may appear to lack this sense of community, which once, but no longer, characterizes higher education. However, modern life may be creating new forms of community unimaginable even a few decades ago. Distance Education can, if it chooses, both reconstruct community and bridge education to the world "outside" in a way more profound than conventional education. Yet its educational promise can be realized only if it commits itself to genuinely educational (that is to say, moral and ethical) purposes as its foundation. Distance education will do no educational service if it does not bridge; but it will do no good if it is only a bridge without an educational (and hence moral) commitment. Until educators treat their own work in a morally reflective way, they will be unable to guide students to become reflective. If vision and commitment characterize both educators and the new style academic community for which they are responsible, educators will be able to turn the new techniques and technologies of distance education to the task of fulfilling the moral and ethical work that distinguishes education from mere information and

training.

Author(s): Donald J. Olcott, Jr.
Title: POLICY ISSUES IN STATEWIDE DELIVERY OF UNIVERSITY PROGRAMS BY TELECOMMUNICATIONS
Publ: The American Journal of Distance Education, Vol. 6 No. 1
Publ. Yr.: 1992
Pages: 14-26
Abstract: The development of statewide telecommunications networks has expanded the capacity of colleges and universities to deliver extended academic programs to off-campus learners. Through systematic planning and design, telecommunications media can increase learner access by facilitating interinstitutional program delivery that emphasizes resource sharing, interinstitutional articulation, integration of alternative instructional delivery systems, and maintaining academic standards and support services commensurate with campus-based degree programs. The author argues that institutions participating in a particular system must effectively resolve major policy issues to increase student access through the use of telecommunications. These issues include program prioritization, program curricular review and approval, academic residency, establishment of fee structures, interinstitutional articulation, and accreditation review. Moreover, the author suggests that universities retain a high level of policy-making autonomy at the institutional level. Institutional leverage in the external policy-making arena is dependent on the resolution of policy issues at the institutional level. In summary, statewide planning initiatives must recognize that system effectiveness is affected by the interdependent needs of all members. Implementing a statewide network that is responsive to the educational needs of off-campus learners should guide system planning, programming, and delivery of extended degree programs.

Author(s): Robert G. Holmberg and Trilochan S. Bakshi
Title: POSTMORTEM ON A DISTANCE EDUCATION COURSE: SUCCESSES AND FAILURES
Publ: The American Journal of Distance Education, Vol. 6 No. 1
Publ. Yr.: 1992
Pages: 27-39
Abstract: This paper outlines the successes and failures of Athabasca University's first course--an ecology course delivered at a distance. It does not discuss course content but rather covers typical problems of home-study courses and offers some solutions. A team approach was used to develop the course in-house. The course materials totaled an equivalent of over 3,000 printed pages. Student support was provided by tutors via mail and telephone. Between 1973 and 1987, the course attracted over 1,400 adult students from across Canada. During the creation and revisions of the course, many problems were encountered in authorship, instructional design, visual design, editing, copyright, printing, audiotapes, tutoring, and student evaluation. The conclusions and recommendations in this article may help other distance educators to decide not only what to do, but also what not to do.

Author(s): Von V. Pittman
Title: AMATEURS, TOUGH GUYS, AND A DUBIOUS PURSUIT: CRIME AND CORRESPONDENCE STUDY IN POPULAR CULTURE.
Publ: The American Journal of Distance Education, Vol. 6 No. 1
Publ. Yr.: 1992
Pages: 40-50
Abstract: Many large, respected American universities operate correspondence study programs. Both the American military and the better proprietary schools enroll millions of students a year in sound, practical courses of instruction. Correspondence study represents a solid, established medium of education. Yet the public's image of this method, at least as reflected in

popular film and literature, is that of the worst of the early proprietary institutions. Such schools have long been portrayed as entrepreneurial ventures featuring flashy, misleading advertising, extravagant promises of wealth and success for their graduates, and frequent legal scandals. The amateur sleuth who had trained through a correspondence course has long been a comedy cliche. Through time the correspondence school has become a metaphor for seediness, marginality, and incompetence. The proposition that correspondence study might represent an effective educational medium receives virtually no credence in the media of popular culture. According to the administrators of collegiate programs, the image of superficiality and even criminality reflected in these media has retarded the growth of correspondence study as a legitimate instructional format within postsecondary institutions. Even today, "crime and correspondence study continue to have a special, sleazy relationship."

Author(s): Rory McGreal and Bernard Simand
Title: PROBLEMS IN INTRODUCING DISTANCE EDUCATION INTO NORTHERN ONTARIO SECONDARY SCHOOLS
Publ: The American Journal of Distance Education, Vol. 6 No. 1
Publ. Yr.: 1992
Pages: 51-61
Abstract: Contact North, a provincially funded distance education delivery network, is presently undertaking a major expansion by introducing audiographic teleconferencing equipment into Northern Ontario secondary schools. Organizational problems have been encountered both in implementing this particular initiative and in promoting the more general use of distance education by the schools. The primary need of the small, isolated schools of Northern Ontario is for the delivery of upper-level credit courses, particularly those needed for entry into university. Other needs are based on the special demands of the French-speaking schools and the Native bands. In order to find the most effective means of meeting these needs, a number of distance education delivery models have been examined. These include a co-operative model, a fee-for-service model, and some centralized models based on the experiences of programs in Louisiana, Newfoundland, and Alberta. A model based on the unique conditions of Northern Ontario is proposed.

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Author(s): Kevin P. Reilly and Kate M. Gulliver
Title: INTERSTATE AUTHORIZATION OF DISTANCE HIGHER EDUCATION VIA TELECOMMUNICATIONS: THE DEVELOPING NATIONAL CONSENSUS IN POLICY AND PRACTICE
Publ: The American Journal of Distance Education, Vol. 6 No. 2
Publ. Yr.: 1992
Pages: 3-16
Abstract: The growing number of colleges seeking to offer distance education across state lines via telecommunications confronts a welter of state and other approval requirements. An institution that wants to operate nationally can face as many state assessments as there are states, along with additional evaluations by six regional accrediting groups and any professional or specialized accrediting associations that may be involved. The chilling effect of this restrictive process of regulation on the development of strong interstate telecommunications systems is obvious. This article discusses the policy, legal, and political contexts of this problem, and describes how a group of states and accreditors has come together to address it. The result is a new and still-expanding agreement among states to use the review of a distance education institution in the institution's home state as part of the approval process in other states in which the institution seeks to operate.

Author(s): Myra Baynton
Title: DIMENSIONS OF 'CONTROL' IN DISTANCE EDUCATION: A FACTOR ANALYSIS
Publ: The American Journal of Distance Education, Vol. 6 No. 2
Publ. Yr.: 1992
Pages: 17-31
Abstract: The purpose of this study was to identify the dimensions present in the distance learning situation as experienced by teleconference and home-study students. Based on a conceptual model of control, this research explored whether the experiences of distance learners were congruent with this model. The model conceptualized control as a three factor construct composed of independence, competence, and support. A questionnaire that included a 7-point scale and five open ended questions was mailed to teleconference and home-study students. Exploratory factor analysis was used to determine the underlying factors associated with learner control. Descriptive data analysis was used to analyze the open-ended questions. The results indicated that the proposed model of control was reasonably congruent with the experiences of the students. However, the original model appeared to be too limited to account for the complexity of the distance learning situation. A six factor orthogonal solution was suggested as the most interpretable and structurally simple solution.

Author(s): A. C. Lauzon
Title: INTEGRATING COMPUTER-BASED INSTRUCTION WITH COMPUTER CONFERENCING: AN EVALUATION OF A MODEL FOR DESIGNING ONLINE EDUCATION
Publ: The American Journal of Distance Education, Vol. 6 No. 2
Publ. Yr.: 1992
Pages: 32-46.
Abstract: Recent advances in computer technology (e.g. computer-based instruction) and communication technology (e.g. computer conferencing) may facilitate dramatic changes in the nature of distance education delivery systems. Developments in these technologies are shifting the emphasis away from the mass production model of distance education to one which is more responsive to the individual needs of learners. Often these technologies are thought of as antithetical and incompatible. However, the application of specific technologies is a philosophical expression of the instructional designer/teacher and not a consequence of some inherent quality of the technology itself. The true problem facing educators is the absence of creative approaches to integrating these technologies into effective distance education delivery systems. There is a need for models that will guide systematic integration of technologies as well as delineate their appropriate application and function. This article briefly reviews the concept of learning in distance education and argues that there is a greater need for multiple patterns of interaction in the learning process. It presents a model that lays the conceptual foundation for integrating computer based instruction with computer conferencing for interactive distance delivery. Evaluation results of an application of this model to an undergraduate course in interpersonal communications indicate that computer conferencing is an excellent medium for allowing distance learners to interact in meaningful ways both with the instructor/facilitator and with other students. Results also suggest that, by providing instruction via computer-based instruction and computer conferencing, educators can facilitate development of positive student attitudes toward computers and communication technology.

Author(s): M. Winston Egan; Marshall Welch; Brent Page; and Joan Sebastian
Title: LEARNERS' PERCEPTIONS OF INSTRUCTIONAL DELIVERY SYSTEMS: CONVENTIONAL AND TELEVISION
Publ: The American Journal of Distance Education Vol. 6 No. 2
Publ. Yr:. 1992

Pages: 47-63.
Abstract: The literature dealing with television instruction consistently suggests that telecourse learning in business, military, and higher education settings is as effective as conventional instructional methods. A variety of television delivery systems are used to provide instruction to learners who cannot interact face to face with instructors in classrooms. While there is no single best model of distance learning, instructional designers need to understand what components of distance education delivery systems are effective and why. Learner achievement is not the only important consideration in assessing the effectiveness of video-based distance education. Researchers must also seek to understand learner perceptions and attitudes. This paper reports results of a study that examined the perceptions of learners across three instructional delivery systems, two of which were television systems. Using a variety of Likert-type scale items, students appraised the quality of course features such as organization, clarity of content, instructor's delivery, difficulty of the course, etc. Significant differences were established between and among the different groups on selected variables.

Author(s): Ronald F. Malan and Sandra Feller
Title: ESTABLISHING WORKLOAD EQUIVALENCE: INDEPENDENT STUDY COURSES AND COLLEGE RESIDENCE CLASSES
Publ: The American Journal of Distance Education, Vol. 6 No. 2
Publ. Yr.: 1992
Pages: 56-63.
Abstract: For many years college-affiliated independent study in the United States has been stigmatized by a reputation for imposing a heavy workload on students. This overload results not only in student complaints and lower completion rates, but also in faculty dissatisfaction. There is no interest in providing "easy" courses; rather, independent study programs are looking for ways to structure a workload comparable to that of resident courses while maintaining the academic rigor and integrity of course content. Two approaches to this challenge are reducing the total number of lessons in a course and reducing the number of submitted lessons. Reducing the total number of lessons results in reduced opportunities both for student accomplishment and for the feedback from faculty necessary to reinforce this accomplishment. This solution also leads to a reduction of faculty pay and, thus, to faculty dissatisfaction. Reducing the number of submitted lessons is a strategy used by Brigham Young University. The faculty author determines the number of submissions that would approximate the workload of students in residence and builds into the structure of the course inducements to complete nonsubmitted lessons. Nonsubmitted lessons include self-check quizzes that provide immediate feedback. Faculty support for this approach is enlisted by paying instructors for the total number of lessons--submitted and nonsubmitted--in a course. This strategy has increased both student completion rates and faculty interest in writing and teaching independent study courses.

Author(s): Connie L. Dillon
Title: THE STUDY OF DISTANCE EDUCATION IN THE UNITED STATES: PROGRAMS OF STUDY AND COURSEWORK
Publ: The American Journal of Distance Education, Vol. 6 No. 2
Publ. Yr.: 1992
Pages: 64-69
Abstract: This listing of distance education programs was compiled for the Educational Telecommunications Division, National University Continuing Education Association. It includes credit and noncredit programs offered at twelve U. S. universities. Entries for each university report areas of study; degree(s) offered or program emphasis; distance education courses offered; and a program contact person and address.

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Author(s): Connie L. Dillon and Stephen M. Walsh
Title: FACULTY: THE NEGLECTED RESOURCE IN DISTANCE EDUCATION
Publ: The American Journal of Distance Education, Vol. 6 No. 3
Publ. Yr.: 1992
Pages: 5-21.
Abstract: Through review and synthesis of the literature, this article analyzes the research on faculty in distance education. Change theory is used as the organizing framework for this review and analysis. The article describes the characteristics of faculty who teach at a distance and analyzes such factors as incentives for distance teaching, leadership issues, training needs, ownership, and compatibility with traditional academic values. Review of the literature reveals that leadership is the most neglected factor in the development and implementation of distance education. In contrast, institutions put primary emphasis on training: within the literature, faculty development is defined primarily in terms of training in specific techniques or technologies. The authors conclude that institutions must not only provide training, but, more importantly, work to develop an organizational atmosphere that encourages and supports faculty growth and development.

Author(s): Jay A. Holstein
Title: MAKING THE WRITTEN WORD "SPEAK": REFLECTIONS ON THE TEACHING OF CORRESPONDENCE COURSES
Publ: The American Journal of Distance Education, Vol. 6 No. 3
Publ. Yr.: 1992
Pages: 22-33
Abstract: This article presents an analytic description of the author's experience in teaching correspondence courses and probes some of the fundamental differences between communication via the spoken word (i.e., teaching in a classroom) and the written word (teaching correspondence courses). Focusing particularly on the problem of communicating with clarity in a situation in which immediate checks on understanding are impossible, the author describes his method for suffusing the flexibility of speech into student manuals for correspondence courses. The goal of this effort is creation of a text that transcends time and space by engaging readers in 'conversation' with the author.

Author(s): Michael Catchpole
Title: CLASSROOM, OPEN, AND DISTANCE TEACHING: A FACULTY VIEW
Publ.: The American Journal of Distance Education, Vol. 6 No. 3
Publ. Year: 1992
Pages: 34-44.
Abstract: This article compares and contrasts a faculty member's experiences within three instructional delivery systems: classroom teaching, open learning, and distance delivery. More specifically, the author describes how British Columbia's geography, combined with the changing needs of students with jobs and families, encouraged him to explore open and distance methodologies for students unable to attend regular classes. Any educational transaction may be seen as having two key features: provision of course content to students and provision of opportunities for student-instructor and student to student interactions. New communications technologies, by facilitating both processes, are lessening differences in the interaction potential of classroom, open, and distance teaching.

Author(s): Roger L. Boston
Title: REMOTE DELIVERY OF INSTRUCTION VIA THE PC AND MODEM CONNECTIONS:

WHAT HAVE FACULTY LEARNED?
Publ: The American Journal of Distance Education, Vol. 6 No. 3
Publ. Yr.: 1992
Pages: 45-57
Abstract: Modem delivery provides an educational context in which students may be at any distant location, yet connect their personal computers at convenient intervals via telephone and modem to a college's host computer, thereby asynchronously communicating with their instructors and fellow students. On the basis of his several years of experience as an instructor of credit courses by means of modem delivery, the author reflects on the differences in character between the traditional lecture/lab approach and this newer form of educational delivery. The article includes background on the implementation of the system, describes the unique aspects of this form of delivery, compares the interaction potential of modem and traditional delivery, cites the unique skills needed by successful instructors and students, and discusses the problems and frustrations encountered as well as the effects of experience with modem delivery on traditional classroom teaching and personal teaching style.

Author(s): Charlotte Gunawardena
Title: CHANGING FACULTY ROLES FOR AUDIOGRAPHICS AND ONLINE TEACHING
Publ: The American Journal of Distance Education, Vol. 6 No. 3
Publ. Yr.: 1992
Pages: 58-71
Abstract: In this article the author reflects on her experiences and professional growth as a distance teacher in two settings: in a graduate course at a distance using audiographic conferencing and computer-mediated communication (CMC) and in a multi institutional computer discussion introduced as part of a traditional face-to-face graduate class. The discussion of these two experiences explores and analyzes the unique skills needed for distance teaching in each situation; the significant challenges, rewards, and frustrations; the quality of the learning experiences; the ways in which distance teaching differs from traditional classroom teaching; and the impact of distance teaching on the author's teaching theories, practice, and professional growth. On the basis of these experiences she concludes that support systems for distance teaching coupled with opportunities for professional development are essential to sustaining faculty motivation and recruiting new faculty to the distance teaching enterprise.

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