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EDITORIAL

This issue of DEOSNEWS comprises abstracts of articles from AJDE. 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 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 educational programs in universities and colleges, business and industry, the military, proprietary schools, and in the public schools. Abstracts of the main articles from the three issues published in 1993 (7:1, 7:2, and 7:3) are presented here. Abstracts from previous publication years have appeared in earlier issues of DEOSNEWS (Volume 1 in DEOSNEWS 1:4; Volume 2 in 1:8; Volume 3 in 1:12; Volume 4 in 1:16; Volume 5 in 2:2; and Volume 6 in 2:22).

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THE AJDE
 VOLUME 7 NO. 1 - 1993

Author(s): Rebecca Oxford; Young Park-Oh; Sukero Ito;
 Malenna Sumrall

Title: FACTORS AFFECTING ACHIEVEMENT IN A
 SATELLITE-DELIVERED JAPANESE LANGUAGE
 PROGRAM

Publ: The American Journal of Distance Education, Vol. 7 No. 1

Publ. Year: 1993

Pages: 11-25

Abstract: This article reviews previous research and reports on a study relating to six factors relevant to achievement in learning a new language: motivation, language learning styles, language learning strategies, gender, course level, and previous experience in learning a foreign language. Although motivation, learning styles, gender, and learning strategy use were all found

to be influential, motivation was the single most important predictor of success. The authors suggest that awareness and understanding of the influence and interaction of student characteristics on achievement will allow instructors to provide optimal learning opportunities for all students.

Author(s): Linda L. Wolcott

Title: FACULTY PLANNING FOR DISTANCE TEACHING

Publ: The American Journal of Distance Education, Vol. 7 No. 1

Publ. Year: 1993

Pages: 26-36

Abstract: How faculty in higher education plan instruction is an area about which little is known. The purpose of this study was to describe instructional planning by faculty teaching adult learners via interactive telecommunications technology and to identify their principal concerns when designing distance instruction. Qualitative methods were used to collect and analyze data on planning by eleven full-time faculty members teaching on an audiographic distance network. Their distance instruction planning process was characterized by three features: term rather than day-to-day planning, a primary emphasis on content rather than process, and reliance on the syllabus as the focal point of planning.

Author(s): William E. Souder

Title: THE EFFECTIVENESS OF TRADITIONAL VS.

SATELLITE DELIVERY IN THREE MANAGEMENT

OF TECHNOLOGY MASTER'S DEGREE PROGRAMS

Publ: The American Journal of Distance Education, Vol. 7 No. 1

Publ. Year: 1993

Pages: 37-53

Abstract: This paper presents the results of a "natural experiment" that directly compared traditional classroom and distance learning settings. The distance learners performed better than the traditional learners on several dimensions. It appears that the distance learners' higher levels of maturity, experience, "kindred spirit," enthusiasm, and sense of responsibility contributed to their performance, and that these conditions might be vital to successful distance learning. This study also reinforces the importance of giving quick feedback on homework to distance students, and the importance of frequent telephone or other electronic media contacts between the instructor and the distance students. Additional information useful for designing effective distance learning programs was collected.

Author(s): Elaine D. Martin and Larry Rainey

Title: STUDENT ACHIEVEMENT AND ATTITUDE IN A

SATELLITE-DELIVERED HIGH SCHOOL SCIENCE

COURSE

Publ: The American Journal of Distance Education, Vol. 7 No. 1

Publ. Year: 1993

Pages: 54-61

Abstract: This study investigated the effect of satellite-delivered instruction on student achievement and attitude in a high school anatomy and physiology course. The experimental group included students from seven high schools enrolled in the satellite-delivered course. The control group consisted of students from seven high schools in which classroom teachers provided instruction. An experimental versus control matched-pair design was used in the study. Two hypotheses were tested

using the t-test for dependent samples. The findings show that there was no significant difference between the experimental group and control group in attitude toward anatomy and physiology. However, on the achievement test the mean post-test score of the experimental group was significantly higher than that of the control group.

Author(s): Paul M. Biner

Title: THE DEVELOPMENT OF AN INSTRUMENT TO
MEASURE STUDENT ATTITUDES TOWARD
TELEVISED COURSES

Publ: The American Journal of Distance Education, Vol. 7 No. 1

Publ. Year: 1993

Pages: 62-73

Abstract: This article describes a method for developing a customized, empirically-based attitudinal assessment instrument. Issues relating to the effective administration of the instrument and to faculty resistance are discussed. The authors suggest that the structured assessment of student attitudes toward distance delivery made possible by such an instrument is an important initial step in the overall evaluation process.

VOLUME 7 NO. 2 - 1993

Author(s): Terry Anderson and Robin Mason

Title: INTERNATIONAL COMPUTER CONFERENCING
FOR PROFESSIONAL DEVELOPMENT: THE
BANGKOK PROJECT

Publ: The American Journal of Distance Education, Vol. 7 No. 2

Publ. Year: 1993

Pages: 5-18

Abstract: The Bangkok Project, which recently linked educational computer networks world wide, was a successful application of the new international electronic mail and computer conferencing networks to support professional development and reflection by members of the distance education community. This article discusses the Project's rationale and operational details. The authors conclude that this medium offers an exceptionally cost- and learning-effective means of providing inservice support to distance educators on a global scale.

Author(s): Tom Clark

Title: ATTITUDES OF HIGHER EDUCATION FACULTY
TOWARD DISTANCE EDUCATION: A NATIONAL
SURVEY

Publ: The American Journal of Distance Education, Vol. 7 No. 2

Publ. Year: 1993

Pages: 19-33

Abstract: Although distance education is growing in importance in the United States, little research has focused on the attitudes of American college and university teachers toward college-level distance education and toward the use of specific media in distance education provision. The attitudes of both participating and nonparticipating faculty toward distance education need further examination, since teaching innovations cannot succeed without their support. This study examines the receptivity to college-credit distance education of faculty members in two- and four-year higher education institutions. The research questions focused on general receptivity to distance education, the relationship between professional characteristics and attitude toward distance education, the connection between previous

distance education experiences/familiarity and receptivity, and on attitudes toward different distance education media and methods.

Author(s): Stephen Murgatroyd

Title: THE HOUSE OF QUALITY: USING QFD FOR
INSTRUCTIONAL DESIGN IN DISTANCE
EDUCATION

Publ: The American Journal of Distance Education, Vol. 7 No. 2

Publ. Year: 1993

Pages: 34-48

Abstract: This paper examines the use of Quality Function Deployment (QFD) methods for the design, development, and delivery of courses and programs through distance education. QFD is a methodology for ensuring that the needs of students provide the design basis for activity in organizations and that the assessment of quality is constantly related to student needs.

Author(s): Raymond G. Taylor and William M. Reid

Title: DISTANCE EDUCATION COURSE SEQUENCING:
AN APPLICATION OF PROBABILISTIC PERT WITH
CYCLES

Publ: The American Journal of Distance Education, Vol. 7 No. 2

Publ. Year: 1993

Pages: 49-57

Abstract: A probabilistic Program Evaluation and Review Technique (PERT) was used to evaluate the policy requirement that two distance education courses in health care administration at Saint Joseph's College should be taken sequentially. "Optimistic," "likely," and "pessimistic" times for completion of various activities from student enrollment to completion of the two-course sequence were used in computing the estimated time and variance and in constructing the PERT model. The analysis indicated that these activities would require more time to complete than current institutional policy allows. As a result, changes in policy and course structure were made.

Author(s): Catherine J. Tuckey

Title: COMPUTER CONFERENCING AND THE
ELECTRONIC WHITE BOARD IN THE UNITED
KINGDOM: A COMPARATIVE ANALYSIS

Publ: The American Journal of Distance Education, Vol. 7 No. 2

Publ. Year: 1993

Pages: 58-72

Abstract: This paper compares the educational attributes of two forms of communication currently in use in distance education in the United Kingdom. Although these forms do not cover the spectrum of technology available, they do represent very different modes. The first of these is the Electronic White Board, a form of audio conferencing combined with a visual display. The second is asynchronous computer conferencing, or computer-mediated communication, a text-based means of communication.

VOLUME 7 NO. 3 - 1993

Author(s): Catherine P. Fulford and Shuqiang Zhang

Title: PERCEPTIONS OF INTERACTION: THE CRITICAL
PREDICTOR IN DISTANCE EDUCATION

Publ: The American Journal of Distance Education, Vol. 7 No. 3

Publ. Year: 1993

Pages: 8-21

Abstract: This study examined learner perceptions of interaction and satisfaction in a course delivered by interactive television. The participants were 123 K-6 teachers in a Developmental Approaches in Science and Health program. Three sessions of the ten-session course were examined. Significant correlations were found between perceptions of personal and overall interaction within the class. Perceptions of personal interaction were a moderate predictor of satisfaction. The critical predictor of satisfaction was the perception of overall interaction. These findings suggest that when learners perceive the level of interaction to be high, they will be more satisfied with instruction than when they perceive the level of interaction to be low. Overall dynamics in interaction may have a stronger impact on learners' satisfaction than does strictly personal participation. Vicarious interaction within the class as a whole may result in greater learner satisfaction than will the overt engagement of each participant. However, both perceived level of interaction and satisfaction appear to decline with increased exposure to interactive instructional television.

Author(s): Roger Bruning, Melodee Landis, Elizabeth Hoffman,
and Kristin Grosskopf

Title: PERSPECTIVES ON AN INTERACTIVE SATELLITE-
BASED JAPANESE LANGUAGE COURSE

Publ: The American Journal of Distance Education, Vol. 7 No. 3

Publ. Year: 1993

Pages: 22-38

Abstract: Learning outcomes for an interactive television-based distance learning course in introductory high school Japanese were evaluated in three successive years by comparing student achievement in the distance learning course to that in traditional classes. Year-end achievement tests of listening and written language competency were administered to students in both the distance and face-to-face courses. Results in the first two years showed that test scores of students in the distance learning course were higher than those of students in the face-to-face classes; however, possible group differences in motivation, general ability, and experience as language learners could not be ruled out as explanations for the difference. Therefore, achievement measures were supplemented in the third year with data on students' perceived efficacy as Japanese language users, their grades, and their previous foreign language learning experience. The achievement data again showed differences favoring the distance learning group; trends were consistent for students with differing levels of school success and amount of prior language learning experience. Factors that could account for these results are hypothesized and suggestions for future research are proposed.

Author(s): Susan May

Title: COLLABORATIVE LEARNING: MORE IS NOT
NECESSARILY BETTER

Publ: The American Journal of Distance Education, Vol. 7 No. 3

Publ. Year: 1993

Pages: 39-50

Abstract: What are the effects of distance on collaboration and learner interaction as it relates to women learners in feminist courses? Personal interviews with nine women from a variety of backgrounds and personal circumstances indicated that interaction as an educational issue, strategy, and process is not of primary concern to women distance learners. Significantly

less interaction occurred among students and tutors than was anticipated, and the majority of students endorsed the relatively solitary nature of distance study as appropriate and useful for them. Because of the importance of the principle of collaboration to feminist pedagogy, distance educators should clarify, broaden, and adapt their understanding of the concept of learner interaction. We should question our assumptions about the nature, prevalence, and utility of learner interactions, resist applying traditional classroom models to distance contexts, and creatively structure and moderate interactions between learners, tutors, and technology.

Author(s): Constance M. Martin

Title: OKLAHOMA'S STAR SCHOOLS: EQUIPMENT USE
AND BENEFITS TWO YEARS AFTER GRANT'S END

Publ: The American Journal of Distance Education, Vol. 7 No. 3

Publ. Year: 1993

Pages: 51-60

Abstract: A 1992 survey of the thirty-five Oklahoma schools that received satellite downlinks as part of the 1988-1990 Midlands Consortium Star Schools grant investigated the extent to which schools were continuing to use the equipment and the impact of satellite access on their educational programs. Four schools did not use their downlinks in 1991-92, and two of the four also did not use the equipment in 1990-91; thirty-one schools were continuing to use the equipment to receive student and/or staff development programming. Sixty-one percent of thirty-three respondents believe satellite access has very significantly or significantly improved the educational program for students at their school; 39% believe it has very significantly or significantly improved their overall staff development program. Forty-eight percent of respondents reported a decrease in use since the first year of operation; 76% of respondents anticipate an increase in use in the future.

Author(s): Hoi K. Suen and Robert J. Stevens

Title: ANALYTIC CONSIDERATIONS IN DISTANCE
EDUCATION RESEARCH

Publ: The American Journal of Distance Education, Vol. 7 No. 3

Publ. Year: 1993

Pages: 61-69

Abstract: All articles submitted to The American Journal of Distance Education are subjected to a multi-stage review process. One of the stages of review is an evaluation of methodology, including the appropriateness of any analytic procedures that are used. For this article, a number of empirical research reports submitted over the past several years were reviewed to identify common analytic problems and errors often overlooked by distance education researchers.

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DEOS
 The American Center for the Study of Distance Education
 Penn State University
 403 S. Allen Street, Suite 206
 University Park, PA 16801-5202
 Tel.: 814-863-3764 Fax: 814-865-5878
 e-mail: MAK10@PSUVM.PSU.EDU

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