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The American Journal of Distance Education and  
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EDITORIAL

This week we are posting a complete set of abstracts compiled  
 from volume 2 (1988), of the American Journal of Distance Educa-  
 tion. The abstracts from volume 1 (1987) were posted in DEOSNEWS  
 #4. In the future, DEOSNEWS will provide abstracts from volume 3  
 and 4. These back issues are available at \$12 per copy for  
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 LOG9105 comprises DEOSNEWS #5-6 and LOG9106 comprises DEOSNEWS  
 #7-. The following are the titles of the first seven articles  
 posted in DEOSNEWS:

- #1 The American Center for Study of Distance Education
- #2 GO MEEC! A Goal Oriented Method for Establishment of an  
 Electronic College
- #3 Audio-Conferencing in Graduate Education: A Case Study
- #4 Abstracts from the American Journal of Distance Education
- #5 The ICDL Database for Distance Education
- #6 Bibliography on Computer Mediated Communication in Distance  
 Education
- #7 Computer-Assisted Language Learning at a Distance:  
 An International Survey

ABSTRACTS from: THE AMERICAN JOURNAL OF DISTANCE EDUCATION 1988

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VOLUME 2 NUMBER 1

Author(s): Saba, Farhad  
Title: Research in Distance Education: A System Modeling Approach  
Publ.: American Journal of Distance Education Vol. 2,  
No. 1  
Pub. Yr.: 1988  
Pages: 9-24  
Abstract: The purpose of this article is to show how a computer simulation research method, based on the System Dynamics modeling technique, can be used for studying distance education systems. It includes a brief review of research methods in distance education, a rationale for systems research in distance education, a technique of model development using the System Dynamics approach and the DYNAMO simulation language, and a display of a computer simulation of a prototype model. (written by author) (18 references)

Author(s): Coggins, Chere Campbell  
Title: Preferred Learning Styles and Their Impact on Completion of External Degree Programs  
Publ.: American Journal of Distance Education Vol. 2,  
No. 1  
Pub. Yr.: 1988  
Pages: 25-37  
Abstract: An examination of the relationship between learning styles and selected demographic variables on students' persistence in external baccalaureate degree programs reveals statistically significant associations among the following variables: intention to earn a degree; level of education at time of enrollment; years since last credit courses; and learning style scores as measured by the Canfield Learning Style Inventory. Specific learning style subscales which accounted for the difference in persistence included: student's expectancy of doing well and content preferences in for working with things in contrast to people. The discriminant analysis model generated allowed for 70% of persisters and non-persisters being correctly classified. Findings reinforce the need for pre-admissions counseling which focuses on careful degree selection ensuring a close match between the interests and intentions of the student and the degree program. In addition, orientation programs emphasizing survival skills and learning how to learn all toward enhancing a student's self confidence seem indicated. (written by author) (35 references)

Author(s): Phillips, Gerald M.; Santoro, Gerald M.; and Kuehn, Scott A.  
Title: The Use of Computer-Mediated Communication in Training Students in Group Problem-Solving and Decision-Making Techniques  
Publ.: American Journal of Distance Education Vol. 2,  
No. 1  
Pub. Yr.: 1988  
Pages: 38-51  
Abstract: This article describes the use of computer-mediated communication in a small group performance course. Typical instruction in such courses is often ineffective because instructors are unable to monitor group discussion effectively. Through the use of a computer network, three objectives were achieved: 1) instructors were able to closely monitor progress in the groups; 2) students were provided with detailed feedback about their

performance of communication skills in their groups; and 3) the instructional staff was able to increase their monitoring efficiency to effectively advise more groups than in a non-computerized group performance course. The details of the evaluation, feedback, and computer system are explained. (written by author) (19 references)

Author(s): Moore, George A. B.  
 Title: Asynchronous Electronic Communication: A North American-Thai Collaboration  
 Publ.: American Journal of Distance Education Vol. 2, No. 1  
 Pub. Yr.: 1988  
 Pages: 52-62  
 Abstract: Discussion of the role of technical media in facilitating communication between student and teacher. Focuses on a project involving the University of Guelph and Sukhathai Thammathirat Open University. This project was designed to test the feasibility of adapting computer-based instruction for distance education in a developing country. (ERIC #EJ372448) (20 references)

VOLUME 2 NUMBER 2

Author(s): Keegan, Desmond  
 Title: Problems in Defining the Field of Distance Education  
 Publ.: American Journal of Distance Education Vol. 2, No. 2  
 Pub. Yr.: 1988  
 Pages: 4-11  
 Abstract: This article represents the author's response to a charge that his book *The Foundations of Distance Education* presented "too narrow a view of distance education". In responding to this charge, Keegan discusses the relationship between distance and conventional education, with specific reference to the issue of whether distance education is merely one teaching mode which will gradually merge with conventional delivery or whether it is one of two specific, unrelated educational dimensions. He argues that, although distance learning has been intellectually and practically accepted, it has yet to be emotionally accepted by conventional educators; administrators of conventional programs are therefore unlikely to merge their programs with those in which students study away from educational institutions and "outside the oral, group-based structures of Western culture". On the basis of this assessment, the author presents a view of distance education as complementing conventional provision by being the "normal" provision of education for those not served by traditional institutions: working people, taxpayers, homemakers, and those who do not wish to attend conventional institutions. He concludes that educators must work to guarantee distance learners educational experiences of equal quality, quantity, and status to those provided to conventional learners. (13 references)

Author(s): Rule, Sara; Dewulf, Michael J.; and Stowitschek, Joseph J.  
 Title: An Economic Analysis of Inservice Teacher Training Alternatives  
 Publ.: American Journal of Distance Education Vol. 2,

No. 2  
Pub. Yr.: 1988  
Pages: 12-22  
Abstract: This paper examines the costs of providing inservice training via interactive television to early education staff teaching young handicapped students in three rural communities. Staff and children participated in their own or in adjacent classrooms, while the trainers were located in studios 120-300 miles away. Participating teachers, aides, and student interns implemented teaching techniques as trainers observed. Trainers subsequently delivered feedback and the participants modified their teaching techniques accordingly. Training cycles included 12-26 sessions distributed across 6-12 weeks. Costs of telecommunications training were gathered and used to estimate costs of training that would have been incurred had staff traveled to project sites. Results suggested that telecommunications training is more economical than an equal amount of on site training and can be a viable alternative for delivering individualized training to teachers in rural and remote areas. The advantages of providing training to remote sites are discussed. (written by author) (7 references)

Author(s): Billings, Diane M.  
Title: A Conceptual Model of Correspondence Course Completion  
Publ.: American Journal of Distance Education Vol. 2, No. 2  
Pub. Yr.: 1988  
Pages: 23-35  
Abstract: The study of correspondence instruction and course completion behavior and a lack of a conceptual framework to guide the investigation of the problem of high rates of correspondence course noncompletion. A conceptual model of correspondence course completion, adapted from Bean's synthetic model of attrition in Institutions of Higher Education is proposed. The model links background, organizational, environmental, outcome/attitudinal variables, intention to complete the course, and lesson submission behavior with progress toward course completion. The model shows relationships which are linear, additive, and causal, and which can be estimated empirically. Use of the model is advocated for further study and search for solutions to this and related problems in distance education. (written by author) (52 references)

Author(s): Grimes, Paul W.; Nielson, Joyce E.; and Niss, James F.  
Title: The Performance of Nonresident Students in the "Economics U\$A" Telecourse  
Publ.: American Journal of Distance Education Vol. 2, No. 2  
Pub. Yr.: 1988  
Pages: 36-43  
Abstract: As the number of students enrolled in nonresidential college degree programs increases, questions are being raised concerning the quality of instruction in courses which are offered through nontraditional methods. One of the most popular and often criticized forms of nontraditional instruction is the telecourse. This paper presents a summary of results from a study commissioned by the Annenberg/CPB Project to evaluate the effectiveness of the recently produced and released "Economics U\$A"

telecourse. (written by author) (9 references)

Author(s): Barker, Bruce O. and Platten, Marvin R.  
 Title: Student Perceptions on the Effectiveness of  
 College Credit Courses Taught Via Satellite  
 Publ.: American Journal of Distance Education Vol. 2,  
 No. 2  
 Pub. Yr.: 1988  
 Pages: 44-50  
 Abstract: Many college and university administrators across  
 the country are showing interest in courses which are transmitted  
 live via satellite. Interactive instructional television is a  
 viable alternative for course delivery to students in distant or  
 geographically isolated settings. This article briefly describes  
 one of the first graduate level college credit courses taught  
 over the TI-IN interactive satellite network in Texas. A compila-  
 tion of student responses regarding their experience with  
 satellite instruction is also presented. (written by author) (1  
 reference)

VOLUME 2 NUMBER 3

Author(s): Sammons, Morris  
 Title: An Epistemological Justification for the Role of  
 Teaching in Distance Education  
 Publ.: American Journal of Distance Education Vol. 2,  
 No. 3  
 Pub. Yr.: 1988  
 Pages: 5-16  
 Abstract: This paper examines the ideas of those who advo-  
 cate an emphasis on learner independence and shows that little  
 substantive information is available on how well learner autonomy  
 works in the context of distance education. After this examin-  
 ation, it will discuss a theory of learning developed by Hugh  
 Petrie (1981), in which the role of teaching is justified on  
 epistemological grounds and learner independence is promoted  
 through teaching. (written by author) (5 references)

Author(s): Saba, Farhad  
 Title: Integrated Telecommunications Systems and Instruc-  
 tional Transaction  
 Publ.: American Journal of Distance Education Vol. 2,  
 No. 3  
 Pub. Yr.: 1988  
 Pages: 17-24  
 Abstract: Discussion of how learner and teacher communicate  
 in distance education. Focuses on Moore's concept of transaction-  
 al distance in light of recent developments in telecommunica-  
 tions. Integrated telecommunications systems are described, adult  
 learning and instructional transactions are discussed, and system  
 dynamics are presented as a tool for modeling concepts in dis-  
 tance education. (ERIC #EJ384367) (11 references)

Author(s): Shale, Doug  
 Title: Toward a Reconceptualization of Distance Education  
 Publ.: American Journal of Distance Education Vol. 2,  
 No. 3  
 Pub. Yr.: 1988  
 Pages: 25-35  
 Abstract: This article describes and discusses the conceptu-

alization of distance education. It elaborates on the fact that education is a process, not a product; and provides a model for the educational process to which distance education should be striving. Further, the educational relationship between teacher and student is described in greater detail. The author contends that technological developments are eroding the traditional points of distinction between distance education and conventional education. The article concludes that distance education does not require a definition because it can be viewed as education at a distance. If distance education is not taken to be different from education as we normally understand it, then the characterization offered for education will suffice for distance education. (8 references)

Author(s): Atman, Kathryn  
 Title: Psychological Type Elements and Goal Accomplishment Style: Implications for Distance Education  
 Publ.: American Journal of Distance Education Vol. 2, No. 3  
 Pub. Yr.: 1988  
 Pages: 36-44  
 Abstract: The capacity for self-management is crucial to the success of individual performance in distance education programs. Therefore, consideration of two related questions is mandatory: (1) How can non-organizers be identified? and (2) what type of orientation program, based on recognition of individual differences, should be designed for distance education learners? This paper rests on the following three propositions: 1. Psychological type (Jung 1971), as explicated by Myers-Briggs Type Indicator (Myers 1976), provides a useful framework through which the phenomenon of individual differences can be examined. 2. An individual's goal accomplishment style (Atman 1987) provides a means through which each individual's goal setting/accomplishment potential can be reviewed. 3. The capacity to structure things, space, and time contributes to each individual's measure of success in educational settings. Such settings include those found in distance education, where self-management (the predisposition to organize/plan) is essential for course completion. (Written by Author) (7 references)

Author(s): Coldeway, Dan O.  
 Title: Methodological Issues in Distance Educational Research  
 Publ.: American Journal of Distance Education Vol. 2, No. 3  
 Pub. Yr.: 1988  
 Pages: 45-54  
 Abstract: Provides brief analysis of methods for conducting research on distance education. Topics discussed include education research in general; qualitative versus quantitative research; the distinction between research and evaluation; the concept of triangulation as a research method; component research; and a conceptual framework for distance education research. (ERIC #EJ384368) (14 references)

Author(s): Chute, Alan G.; Bathazar, Lee B.; and Poston, Carol O.  
 Title: Learning from Teletraining  
 Publ.: American Journal of Distance Education Vol. 2, No. 3

Pub. Yr.: 1988  
Pages: 55-63  
Abstract: The article presents five years of experiences from the National Teletraining Center in Cincinnati, Ohio. This AT&T teleconferencing showcase center uses audio, audiographic, and video media. The article includes experiences about instructional effectiveness, cost-benefit analyses, course and curriculum development, instructor competencies, and media attributes. The article also discusses some future research directions. (2 references)

Author(s): Markowitz, Harold Jr.  
Title: Continuing Professional Development in Distance Education  
Publ.: American Journal of Distance Education Vol. 2, No. 3  
Pub. Yr.: 1988  
Pages: 64-73  
Abstract: The article focuses on the development of leadership in distance education. The following two questions are discussed: "What should be done to assist professional staff in acquiring the knowledge and honing the skills that will contribute to future success?" and "Is the current leadership effective in supporting staff development and in sharing experiences and values?" The discussion is based on selected literature on professional preparation in adult and continuing education and in distance education. (23 references)

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