EDITORIAL

This issue and a forthcoming issue of DEOSNEWS will contain 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 the first three volumes (1986-1988) are posted in this issue of DEOSNEWS and abstracts from volumes IV to VI will appear later. The abstracts, provided by Joan Collinge, Co-Editor of the JDE, have been compiled by Vicki Carter.

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JOURNAL OF DISTANCE EDUCATION

VOLUME I - Fall 1986

Author(s): Michael Moore
Title: SELF-DIRECTED LEARNING AND DISTANCE EDUCATION
Publ: Journal of Distance Education, Vol. I, No. 1
Pub. Yr.: 1986
Pages: 7-24

Abstract: This discussion of self-directed learning and distance education begins with a consideration of the concept of "learning-in-education," and with clarification of several commonly held assumptions about teaching and learning. Distance education is defined on the basis of these assumptions, and as varying along the two critical factors of 'structure' and 'dialogue.' Self-directed learning is described in some detail in terms of its relevance for adult education. Adults are especially interested in learning that arises from the roles they play as they pass through the stages of human development (i.e., parent, consumer, employee, citizen). Such learning is described as being particularly well-supported by distance teaching, and by a proposed learning advisory network. Implications for teaching in distance education and for the organization of distance learning institutions are discussed.

This paper discusses some aspects of the phenomenon called "self-directed learning" and the implications which follow for the curriculum and teaching methods in distance education.

Author(s): Borje Holmberg
Title: A DISCIPLINE OF DISTANCE EDUCATION  
Publ: Journal of Distance Education, Vol. I, No. 1  
Pub. Yr.: 1986  
Pages: 25-40  

Abstract: This paper examines the grounds for regarding the study of distance education as an emerging academic discipline. The number of studies of various aspects of distance education has increased enormously in the last ten years. This paper categorizes these studies into groups dealing with various larger issues. Besides the increasing amount of research, both theoretical and practical, some institutions offer distance education courses on distance education. The paper examines the developing trends in studies of distance education, including the questions of individualization and student autonomy, the amount of support necessary for adult students, and the proper use of media and methods. The actual rationale for distance education must also be examined in the ongoing search for a comprehensive theory of distance education.

Author(s): Tony Bates

Title: COMPUTER ASSISTED LEARNING OR COMMUNICATIONS: WHICH WAY FOR INFORMATION TECHNOLOGY IN DISTANCE EDUCATION?  
Publ: Journal of Distance Education, Vol. I, No. 1  
Pub. Yr.: 1986  
Pages: 41-57  

Abstract: Two uses of computers for teaching in distance education are compared and contrasted: systems based on structured, pre-programmed learning materials (i.e., computer assisted learning, or CAL), where the learner communicates as if with the computer; and systems based on the communications functions of computers (i.e., computer-mediated communications systems), using electronic mail, conferencing and database to facilitate communication between teachers and students. It is argued that the two systems represent quite different educational philosophies, and for distance teaching at a higher educational level, the communications mode offers a more appropriate, humanistic, and pragmatic route for future development.

Author(s): Linda Harasim

Title: COMPUTER LEARNING NETWORKS: EDUCATIONAL APPLICATIONS OF COMPUTER CONFERENCING  
Publ: Journal of Distance Education, Vol. I, No. 1  
Pub. Yr.: 1986  
Pages: 59-70  

Abstract: Such notions as "on-line education" and the "electronic school-house" are gaining public attention and interest. Nevertheless a great deal remains to be learned before the promise, as welcome as it may be, can become a reality. Although the technology for establishing electronic linkages between the home, the workplace, and the educational institutions is available, knowledge of how to successfully design and operationalize such a learning environment is only beginning to be accumulated. Before devoting the enormous amounts of human and material resources necessary to implement such a system on any significant scale, pilot studies which generate data to inform the practice are critical. This paper, by reporting the results of an innovative pilot project to establish computer learning networks, aims to contribute toward developing a base of knowledge which can inform future activities in electronic learning.

VOLUME II - Spring/Fall 1987

Author(s): Doug Shale

Title: INNOVATION IN INTERNATIONAL HIGHER EDUCATION: THE OPEN UNIVERSITIES  
Publ: Journal of Distance Education, Vol. II, No. 1  
Pub. Yr.: 1987  
Pages: 7-24  

Abstract: One of the most striking international developments in higher education in the past decade has been the establishment of a significant number of open universities around the world. This paper summarizes the nature of the open university movement and goes on to discuss the open universities as a case of innovation in international higher education. The paper argues that the very nature of the open learning enterprise has forced the universities associated with it to be innovative in ways and to an extent rarely realized in conventional universities. This innovation is described under the categories of organization and administration, and curriculum and instruction. The paper uses the case study literature associated with the open universities to draw examples of innovations intended but not
realized, "actual" innovations, and unintended innovations. The paper
concludes with some examples of potential innovations in open universities
which could be of some significance in the future.

Author(s): Richard J. Shavelson, Noreen M. Webb, and John Y. Hotta
Title: THE CONCEPT OF EXCHANGEABILITY IN DESIGNING TELCOURSE EVALUATIONS
Publ: Journal of Distance Education, Vol. II, No. 1
Pub. Yr.: 1987
Pages: 27-40
Abstract: This paper examines designs for the evaluation of telecourses, that is college-level education television courses, from the perspective of exchangeability. The notion of exchangeability focuses evaluation on the level of knowledge attained at the end of tele- and traditional courses, not on the "growth" of knowledge from pretest to posttest. If tele- and traditional courses are exchangeable, students in both types of courses should attain the same level of knowledge, skills, and attitudes. Three attributes of exchangeability are: (1) telecourse treatments cannot be separated from their local implementation; (2) student characteristics and self-selection into tele- and traditional courses cannot be disentangled; and, (3) a balance between internal and external validity should be sought.

From the exchangeability perspective, randomized experiments for evaluating telecourses are usually inappropriate and uninterpretable. Telecourse populations typically differ from traditional course populations; telecourse treatments vary almost as much within telecourses as between tele- and traditional courses; and attrition is normal.

In view of these problems, four alternative evaluation designs are examined from the exchangeability perspective. These designs are able to handle population and treatment differences. Also, exchangeability with its emphasis on equivalence of outcomes, not "gains," avoids the problem of selection bias. We conclude that a combination of quasiexperimental and case study designs is most likely to provide the data that policymakers seek from telecourse evaluations.

Author(s): Geoff Arger
Title: PROMISE AND REALITY: A CRITICAL ANALYSIS OF LITERATURE ON DISTANCE EDUCATION IN THE THIRD WORLD
Publ: Journal of Distance Education, Vol. II, No. 1
Pub. Yr.: 1987
Pages: 41-58
Abstract: This paper argues that the gulf between what could be done and what is actually being done by distance education in the Third World will remain. An examination of the literature readily available in Australia about distance education in the Third World indicates that the promise of distance education, which is expressed in the rhetoric, is that it can assist Third World development because it is a vehicle of large scale, quality education, effecting social equality in a cost-efficient manner. A critical analysis of the same literature, however, demonstrates that the evidence does not indicate that in reality this has been, or will be achieved. Such an analysis also indicates that distance education as presently practised in the Third World is interwoven with the so called "modernization paradigm" of development. It is noted that this paradigm has eurocentric premises which are unsuitable for the Third World. It is argued that these two factors are related and that, until the development paradigm within which distance education operates becomes more appropriate to Third World needs, the difference between the potential and the reality of distance education's contribution to national development in the Third World will remain the striking theme noted above.

Author(s): Susan Leslie
Title: SELF-DIRECTED LEARNING AND LEARNER AUTONOMY: A RESPONSE TO MICHAEL MOORE
Publ: Journal of Distance Education, Vol. II, No. 1
Pub. Yr.: 1987
Pages: 59-61
Abstract: In this position statement Dr. Moore's article, "Self-Directed Learning and Distance Education" (JDE,I(1), 7-24) is criticized as lacking an appreciation of true autonomy in adult learning. Most "self-directed learning" in Dr. Moore's sense is a matter of ordinary, everyday problem solving. If self-directed learning is institutionalized, then learner freedom, individualism, and self-direction are lost, as is the satisfaction of independent discovery. Students enrolled in formal distance education programs usually prefer clear instructions and overt objectives to flexibility or autonomy. Although distance educators perform a valuable task they should not take upon themselves the roles of authors, publishers,
television producers, hobby experts, and so on, as these roles are usually well filled already.

Author(s): Roger D. Thompson
Title: RESPONSIVE, FORMATIVE EVALUATION: A FLEXIBLE MEANS FOR IMPROVING DISTANCE LEARNING MATERIALS
Publ: Journal of Distance Education, Vol. II, No. 1
Pub. Yr.: 1987
Pages: 62-76
Abstract: A vital element in the development of flexibly designed distance learning materials is the use of systematic, formative evaluation. With the initial implementation of the materials, a concurrent evaluation will provide feedback which can be used to improve those materials. Such a process is currently being undertaken at Universiti Sains Malaysia (USM) as part of a major redevelopment of its distance education program. New learning materials undergo evaluation prior to revision and subsequent fixed publication. Experience at USM has revealed certain methodological problems with designing a formative evaluation of distance learning materials. The principal problem is the difficulty of obtaining detailed user data and of deciding upon suitable evaluation criteria. The design developed as USM consequently emphasizes flexibility in the source, timing and methods of data collection, and in interpretation and reporting, given that the purpose of the evaluation is to provide meaningful feedback to course developers.

Author(s): John M. Booker
Title: THE INSTITUTIONALIZATION OF A TEACHER CORPS PROGRAM: AN APPROACH TO THE EVALUATION OF INNOVATION
Publ: Journal of Distance Education, Vol. II, No. 2
Pub. Yr.: 1987
Pages: 1-13
Abstract: This study examines the process of institutionalization as it has occurred for the Cross-Cultural Education Development Program (X-CED), an evolution of the Teacher Corps at the University of Alaska-Fairbanks. As an innovation which challenges many of the conventions of higher education, it is necessary to approach the evaluation of X-CED with a concern for appropriate methods and a consideration of issues of legitimacy in the institutional environment. A method for differentiating innovation and convention through an examination of core "exemplars" is developed. This analysis then provides a basis for recasting evaluation as a political process where innovative programs struggle to maintain those exemplars which make them different while achieving the legitimacy which makes them possible.

Author(s): David Kember and Greg Harper
Title: APPROACHES TO STUDYING RESEARCH AND ITS IMPLICATIONS FOR THE QUALITY OF LEARNING FROM DISTANCE EDUCATION
Publ: Journal of Distance Education, Vol. II, No. 2
Pub. Yr.: 1987
Pages: 15-30
Abstract: This paper reviews the literature on the process phase of learning, which is concerned with student's approaches to studying. Most of this research has focused on students in full-time, face-to-face study. This paper discusses the appropriateness of the research to distance education. The relationship between various constructs arising from the approaches to studying research and academic outcomes is then examined. For distance education, surface approach or a propensity towards rote-learning appears strongly related to persistence. The final part of the paper considers ways in which approaches to studying, and particularly surface approach, can be influenced by input variables. For students who habitually employ a surface approach, study skills initiatives of certain types are needed to teach the students how to employ a deep approach. Other students may normally employ a deep approach but such factors as assessment demands, workload, flexibility of courses and their interest to students can induce a surface approach. The implications for curriculum and instructional design of distance education courses are discussed.

Author(s): David Kirby and Cathryn Boak
Title: DEVELOPING A SYSTEM FOR AUDIO-TELECONFERENCING ANALYSIS (SATA)
Publ: Journal of Distance Education, Vol. II, No. 2
Pub. Yr.: 1987
Pages: 31-42
Abstract: A model is presented which represents the institutional process
as it applies to a multi-site audio-teleconference class remote from a host institution. This model emphasizes antecedents as determinants of the instructional process and outcomes. Although many of the antecedents and outcomes have been investigated, comparatively little attention has been attached to investigating the instructional process. This paper describes the development of a system for audio-teleconferencing analysis (SATA). The system is based on classroom observation research and analyzes the "on air" interactions which occur during an audio-teleconference class. SATA was developed using the audio-teleconferencing tapes from a multi-media Women's Studies course offered by Memorial University of Newfoundland. Although no attempt was made to investigate the antecedents or outcomes of the course, some preliminary analysis is presented as are future plans to investigate the instructional model described in the paper.

Author(s): Ndubuisi Goodluck Nwaerondu and Gordon Thompson
Title: THE USE OF EDUCATIONAL RADIO IN DEVELOPING COUNTRIES: LESSONS FROM THE PAST
Publ: Journal of Distance Education, Vol. II, No. 2
Pub. Yr.: 1987
Pages: 43-54
Abstract: This paper examines various ways in which radio has been employed as an educational medium in developing countries. It briefly reviews and describes the instructional design formats and considerations which should be considered in using educational radio.

Author(s): Jeanpierre Masson
Title: LA CLIENTELE ETUDIANTE ET LES INSTITUTIONS DE FORMATION A DISTANCE
Publ: Journal of Distance Education, Vol. II, No. 2
Pub. Yr.: 1987
Pages: 55-64
Abstract: This article proposes a new hypothesis to help understand the phenomenon of students' satisfaction in distance education. In this article we propose the hypothesis that distance education institutions are particularly suitable for students of the introvert type whereas campus-based institutions are most suitable for students of the extrovert type. To demonstrate this, the article has recourse to the Jungian typology which is briefly described. Then the article considers the possible applications of this typology in institutions of distance education. From the analysis of Jungian typology and of the studying context offered by distance education institutions, we conclude that the latter are more appropriate for students of the introvert type. This conclusion should nevertheless be verified by future research.

VOLUME III - Spring/Fall 1988

Author(s): Liz Burge
Title: BEYOND ANDRAGOGY: SOME EXPLORATIONS FOR DISTANCE LEARNING DESIGN
Publ: Journal of Distance Education, Vol. III, No. 1
Pub. Yr.: 1988
Pages: 5-23
Abstract: Andragogy has gained wide publicity in the past 20 years in North America as a concept and as a set of principles for helping the learning processes of adults. The author argues that a closer examination of the concept should contribute to learning design development and research in distance education and to the convergence of classroom educators and distance educators. The original meanings of the concept are explored and related to the concept of learner-centredness. A model of learner-centredness is explained and a selected set of relevant issues and design/facilitation guidelines presented.

Author(s): Roy M. K. Wagner
Title: UNIVERSITY ACCOMMODATION OF DISTANCE EDUCATION IN CANADA
Publ: Journal of Distance Education, Vol. III, No. 1
Pub. Yr.: 1988
Pages: 25-38
Abstract: This article examines distance education as an innovation which has yet to be fully adopted in Canada by conventional universities. Four major issues require attention before the adoption of distance education as an academic discipline or field of study. The first is concerned with how distance education, as an academic discipline with its teaching, research and practitioner components, can fit into the bureaucracy of a conventional
university. The second acknowledges the significance of collegial decision making and the role of effective faculty development programs. The third issue, excellence in disciplinary research, sets conventional universities apart from open learning institutions in Canada. In a review of the latter, the author examines the relationship of disciplinary research to effective teaching and questions the need for open learning institutions to continue in their gradual convergence with conventional universities. The fourth issue is the need to examine higher education in Canada as a system and to recognize both the need for diversity in higher education and the need for universities to preserve diversity in their response to anticipated calls for a national distance education strategy.

Author(s): Greville Rumble  
Title: ANIMADVERSIONS UPON THE CONCEPT OF DISTANCE EDUCATION AS A DISCIPLINE  
Publ: Journal of Distance Education, Vol. III, No. 1  
Pub. Yr.: 1988  
Pages: 39-56  
Abstract: The article examines the basis upon which claims for discipline status might be justified, identifying four extrinsic and three intrinsic characteristics of disciplines. The former cover (a) structural characteristics (chairs and departments), (b) activities (teaching and research), (c) relevance to real and immediate problems, and (d) public recognition as a discipline; the latter the characteristics of (a) autonomy, internal cohesion, specialisation by subject (that is, by knowledge domain), and independence from other areas of academic endeavour, (b) the theoretical and conceptual depth and structure of the field, and (c) the presence of a "culture" that is particular to the discipline. Status as a discipline can not be established on the basis of extrinsic characteristics. Although the presence of a conceptual structure particular to a discipline would be sufficient to establish discipline status, even acknowledged disciplines occasionally lack such a structure. The autonomy of the subject area and its character as a specialised field and the presence of a distinctive disciplinary culture are the most important arguments in favour of discipline status. While distance education shares many of the extrinsic characteristics of disciplines, it lacks autonomy and independence from education, and an independent disciplinary culture, and hence can not be regarded as a discipline in its own right.

Author(s): Sharon M. McGuire  
Title: LEARNING THE ROPES: ACADEMICS IN A DISTANCE EDUCATION UNIVERSITY  
Publ: Journal of Distance Education, Vol. III, No. 1  
Pub. Yr.: 1988  
Pages: 57-72  
Abstract: The purpose of this study was to examine the transitional experiences of faculty members as they adapted to the role requirements of an open distance university. Conceptually, the study was approached from the perspectives of work transitions and organizational socialization. Methodologically, an ethnographic approach was used. As new faculty members encountered organizational tasks and environments which differed from other educational institutions, they experienced confusion and stress. After two to four years in the environment, most newcomers had not achieved a "comfortable fit" with the institution.

Author(s): Mavis E. Kelly  
Title: EDUCATIONAL DEVELOPMENT: A DEVELOPING PROFESSION  
Publ: Journal of Distance Education, Vol. III, No. 2  
Pub. Yr.: 1988  
Pages: 11-36  
Abstract: Educational developers play a key role in the preparation and delivery of courses offered in the distance education mode. However, their attempts to mediate in academic teaching are not always viewed favorably by academics, and educational developers are frequently required to justify their roles. This paper examines the adequacy of these justifications, based on the theories of educational development. These concepts include the following:
- That the process-content distinction is a valid distinction in educational practice.
- That the principles of teaching and learning espoused by educational developers are superior by virtue of their having been derived from educational research and theory.
- That students learn better from a course mediated by educational developers.
That it is the task of educational developers to reorder the traditional priorities of teachers in order to bring their practices into line with their own professional priorities.

The assumptions underlying these justifications are open to question. They cast the teacher in the role of "subject matter expert," downplaying the importance of the teaching role and the interaction with learners. They also rely on a simplistic view of the relationship between research, theory, and practice in education, a view which ignores the selective nature of technological applications in education and the political and institutional contexts in which education is conducted.

Inevitably educational developers focus on the quality of self-instructional materials as an index of the quality of education. Variables which are more difficult to display--such as quality of feedback, receptivity of staff, efficiency of delivery systems, and quality of counselling--often receive less attention, even though these may be the qualities learners perceive as valuable. The assumption that the traditional teaching priorities of teachers need to be adjusted when planning and delivering courses is based on the assertion that a deterministic systems approach to education is automatically superior. It ignores the significance of changes currently occurring in several areas of education which are teacher-driven or learner-driven rather than orchestrated by educational developers. This paper prompts those who are in the educational development profession to re-examine their roles and assumptions and to develop a professional identity based on an understanding of the relationship between teachers and developers, an appreciation of the qualities which learners value in an educational experience, and an analysis of the contextual variables--both political and institutional--which impinge on educational practice.

Author(s): Jeanpierre Masson
Title: SUR LA SATISFACTION DES ETUDIANTS DANS UN CONTEXTE DE FORMATION A DISTANCE: LA TELE-UNIVERSITE
Publ: Journal of Distance Education, Vol. III, No. 2
Pub. Yr.: 1988
Pages: 37-54
Abstract: Why is it that students enrolled at a distance education institution do not register for a second course and even withdraw from the first course they are taking, even though they declare themselves satisfied with the course offered and with the proposed pedagogical material? Must we conclude that re-registering of students has nothing to do with their degree of satisfaction? Or should we reconsider our surveys concerning students' satisfaction? The author suggests taking a second look at the concept of satisfaction, and he devises various hypotheses allowing one to understand a behavior pattern which at first glance appears aberrant. He also suggests a new approach to the evaluation of students' satisfaction.

Author(s): Lynn E. Davie
Title: FACILITATING ADULT LEARNING THROUGH COMPUTER-MEDIATED DISTANCE EDUCATION
Publ: Journal of Distance Education, Vol. III, No. 2
Pub. Yr.: 1988
Pages: 55-69
Abstract: This article is a case study of two distance education graduate courses offered by means of computer-mediated communication. The article describes the structure of the courses followed by an analysis of student participation, satisfaction, and achievement. In addition, the article discusses the effectiveness of the facilitation techniques used.

In the courses, student reading and writing of notes was extensive. It appears that students logged in and read the conference at least once a week, and many students logged into the conference once a day. The mean number of notes authored by each student in 1986 was 16.3 and the mean for 1987 was 11.8.

Two facilitation techniques were examined. In joint writing assignments several patterns emerged. A major strategy was to send drafts of the paper back and forth between students. One student would write a draft of a section and the second student would edit the work, adding points and changing wording as appropriate. The draft was then sent back to the first student for another round. The second strategy was to be on-line at the same time. There were approximately twice as many notes entered on the same day as entered on different days.

Students reported satisfaction with the on-line courses and demonstrated effective use of the technology.

Author(s): David D. Williams, William D. Eiserman, and D. William Quinn
Title: DISTANCE EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS
Abstract: A literature review and telephone survey of the fifty United States were conducted to identify research and evaluation studies of distance education programs for elementary and secondary school children. Four major questions were asked:

1. What needs are being addressed by distance education programs?
2. What types of technology are used in these programs?
3. What is the focus of instruction (who is served and what content and instructional design are used)? and
4. What judgements are being made about the effectiveness of distance education at elementary and secondary levels?

Answers to these questions are offered in support of the conclusion that although distance education is being used quite widely to address a variety of needs for multiple audiences in many subjects with a host of technologies, little credible evaluation data is being collected to test the quality of these programs. Suggestions are given for solving this problem.

Author(s): Andre-Jacques Deschenes, Louise Bourdages, Celine Lebel and Bernard Michaud

Title: A PROPOS DES ACTIVITES D'APPRENTISSAGE POUR FACILITER L'ACQUISITION DE CONNAISSANCES A L'AIDE DE DOCUMENTS ECRITS

Abstract: In order to supplement written documents as sources of information, telecourses strongly encourage the development of learning activities. A survey of the literature in the field of telecourse development reveals the scarcity of valuable works justifying the use of this technique: little empirical data actually show the value of such learning activities in the acquisition of knowledge. An analysis of the activities presented to students in a distance education course indicates that the course designers use a great diversity of learning activities, stressing certain forms depending upon the objectives sought. This analysis also shows that there is no obvious relationship between the number of learning activities offered and the number of pages to be studied.