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Volume 8

THE AMERICAN JOURNAL OF DISTANCE EDUCATION

VOLUME 8 NO. 1 - 1994

Author(s): John F. LeBaron and Charles A. Bragg  
Title: PRACTICING WHAT WE PREACH: CREATING DISTANCE EDUCATION MODELS TO PREPARE  
TEACHERS FOR THE TWENTY-FIRST CENTURY

Publ: The American Journal of Distance Education, Vol. 8 No. 1

Publ. Year: 1994

Pages: 5-19

Abstract: Americans are urging a major transformation of the public schools. Many schools are responding by integrating technology throughout their whole structure. Pre-service teacher education is not keeping pace with these changes. By the year 2000, the majority of an aging teacher workforce will have retired or resigned, creating a window of opportunity for technology leadership in teacher education. Distance education can help educators seize this opportunity. By infusing distance education strategies into the whole fabric of pre-service instruction, teacher educators can design constructivist pedagogical models for students to emulate in their own subsequent teaching. Using a judicious combination of interactive technologies, faculty members can develop and direct student-centered, problem-oriented activities for students at remote sites. The failure of teacher preparation institutions to reform their curricula in response to and in anticipation of changes occurring in schools may render them irrelevant to the educational transformations predicted for the coming decade.

Author(s): Marie A. Kascus  
Title: WHAT LIBRARY SCHOOLS TEACH ABOUT LIBRARY  
SUPPORT TO DISTANT STUDENTS: A SURVEY

Publ: The American Journal of Distance Education, Vol. 8 No. 1

Publ. Year: 1994

Pages: 20-35

Abstract: This study examined the extent to which the topic of library support for off-campus and distance education programs is represented in the curriculum of schools of library and information science and the attitudes of library school deans and directors regarding the issues and problems associated with these programs. A questionnaire was mailed to deans and directors of all American Library Association-accredited library schools in the United States and Canada. Of the fifty-nine questionnaires distributed, thirty-nine were completed and returned. Findings from the survey provide baseline data on the current level of commitment to coursework on library support for off-campus and distance education programs, and indicate that the topic is minimally represented and of a low priority for most deans and directors of library schools.

Author(s): Farhad Saba and Rick L. Shearer  
Title: VERIFYING KEY THEORETICAL CONCEPTS IN A  
DYNAMIC MODEL OF DISTANCE EDUCATION

Publ: The American Journal of Distance Education, Vol. 8 No. 1

Publ. Year: 1994

Pages: 36-59

Abstract: Theory driven, data-based, and empirical studies are needed to verify and solidify distance education's conceptual foundation. The project reported here had two main goals: 1) to empirically verify the concepts of transactional distance, structure, and dialogue, and 2) to develop a methodology for achieving the first goal. Drawing on three different fields--distance education, system dynamics, and discourse analysis--the project measured nine key variables in distance education. Results suggest that transactional distance varies by the rate of dialogue and structure, and demonstrate the value of system dynamics modeling for verifying theoretical concepts in distance education.

Author(s): Paul M. Biner, Raymond S. Dean, and Anthony E. Mellinger  
Title: FACTORS UNDERLYING DISTANCE LEARNER  
SATISFACTION WITH TELEVISED COLLEGE-LEVEL COURSES

Publ: The American Journal of Distance Education, Vol. 8 No. 1  
 Publ. Year: 1994  
 Pages: 60-71

Abstract: Two investigations were conducted to identify the major dimensions of distance learner satisfaction with live-broadcast, interactive (one-way video, two-way audio) televised college-level courses. In the first study, factor analyses were used to explore the responses of 201 currently enrolled students to the Telecourse Evaluation Questionnaire. The analyses identified seven distinct dimensions of course satisfaction. A comparable study was conducted one year later using a different sample of 177 distance learners who were also enrolled in the televised courses. A factor analysis of these data validated the original results in that, as predicted, seven comparable dimensions were identified. Overall results are discussed in terms of the practical benefits the research offers to both program personnel and evaluation researchers.

VOLUME 8 NO. 2 - 1994

Author(s): Ellen D. Wagner  
 Title: IN SUPPORT OF A FUNCTIONAL DEFINITION OF INTERACTION  
 Publ: The American Journal of Distance Education, Vol. 8 No. 2  
 Publ. Year: 1994  
 Pages: 6-29

Abstract: A common theme in the distance education literature is that delivery technologies with the potential for real-time interactivity will improve both the image and practice of distance education. Although there appears to be a growing acceptance of a causal relationship between system interactivity and instructional interaction, neither concept has been clearly or functionally defined. This article discusses several systems models and relates them to the contexts of instructional delivery, instructional design, instructional theory, and learning theory in an attempt to establish conceptual parameters for the function of interaction.

Author(s): Daniel C. A. Hillman, Deborah J. Willis, and Charlotte N. Gunawardena  
 Title: LEARNER-INTERFACE INTERACTION IN DISTANCE EDUCATION: AN EXTENSION OF CONTEMPORARY MODELS AND STRATEGIES FOR PRACTITIONERS

Publ: The American Journal of Distance Education, Vol. 8 No. 2  
 Publ. Year: 1994  
 Pages: 30-42

Abstract: Most treatments of the concept of interaction in distance education have been based on Moore's (1989) discussion of three types of interaction: learner-content, learner-instructor, and learner-learner. However, these previous discussions have failed to consider the interaction that occurs between the learner and the technologies used to deliver instruction. This article presents the concept of learner-interface interaction and recommends instructional design strategies that will facilitate students' acquisition of the skills needed to participate effectively in the electronic classroom.

Author(s): Frank D. Tallman  
 Title: SATISFACTION AND COMPLETION IN CORRESPONDENCE STUDY: THE INFLUENCE OF INSTRUCTIONAL AND STUDENT-SUPPORT SERVICES

Publ: The American Journal of Distance Education, Vol. 8 No. 2  
 Publ. Year: 1994  
 Pages: 43-57

Abstract: Correspondence education can provide college-level instruction that is efficient, economical, and sensitive to the changing needs of traditional and adult learners. However, to ensure the development of the educational environment necessary for effective education to occur, providers need to be aware of factors that contribute to student satisfaction and persistence in correspondence education. This article examines the relationship between student satisfaction and course completion in relation to the provision and perceived quality of instructional and student-support services.

Author(s): Don Naber and Glenn LeBlanc  
 Title: PROVIDING A HUMAN BIOLOGY LABORATORY FOR DISTANT LEARNERS

Publ: The American Journal of Distance Education, Vol. 8 No. 2  
 Publ. Year: 1994  
 Pages: 58-71

Abstract: This paper describes the development and pilot testing of a human biology laboratory course delivered over the Education Network of Maine. The project serves as an illustrative case of the general problem of teaching science laboratory courses at a distance. The development process is described within the framework of an instructional systems design (ISD) model. The model is described in some detail and the decisions and actions taken at each stage are outlined to provide a "snapshot" of the course and a description of the critical issues that were considered at various stages of the development process. Finally, the development team reflects on the experience and discusses some generally applicable issues that arise when considering the development of laboratory courses for distance delivery.

VOLUME 8 NO. 3 - 1994

Author(s): Liz Thach and Karen L. Murphy  
 Title: COLLABORATION IN DISTANCE EDUCATION: FROM LOCAL TO INTERNATIONAL PERSPECTIVES

Publ: The American Journal of Distance Education, Vol. 8 No. 3

Publ. Year: 1994

Pages: 5-21

Abstract: This article explores the various levels of collaboration found within distance education contexts. A continuum reflecting the local to international levels of collaboration is outlined; descriptions of the components found along the continuum are provided, and the implications for change in higher education institutions engaged in distance education are explored. Necessary modifications in structure, policies, reward systems, and instructional skills are identified and discussed.

Author(s): Rudy R. Pugliese

Title: TELECOURSE PERSISTENCE AND PSYCHOLOGICAL VARIABLES

Publ: The American Journal of Distance Education, Vol. 8 No. 3

Publ. Year: 1994

Pages: 22-39

Abstract: This study investigated the constructs of loneliness, dyadic communication apprehension, two dimensions of communication competence, and locus of control as predictors of persistence in telecourses. A telephone survey was administered to 306 students at a community college in the greater New York area. None of the independent variables proved significant. Using quartiles of completion, a multiple discriminant analysis produced a finding barely better than chance for withdrawal and slightly better than chance for withdrawal/failure. None of the Pearson correlation coefficients proved significant. Implications of the results are discussed.

Author(s): Allan C. Tagg

Title: LEADERSHIP FROM WITHIN: STUDENT MODERATION OF COMPUTER CONFERENCES

Publ: The American Journal of Distance Education, Vol. 8 No. 3

Publ. Year: 1994

Pages: 40-50

Abstract: This paper discusses two modifications to the conduct of computer-conference-based master's degree courses: a maximum length for conference messages was suggested and, more importantly, conference moderators, or topic leaders, were appointed from among the student cohort. Drawing on previous work on conference moderation, it is argued that the differing power relationships between student and student and between instructor and student result in a context in which instructor and student moderators can perform complementary functions to ensure a more productive conferencing environment.

Author(s): Kathy J. Schmidt, Michael J. Sullivan, and Darcy Walsh Hardy

Title: TEACHING MIGRANT STUDENTS ALGEBRA BY AUDIOCONFERENCE

Publ: The American Journal of Distance Education, Vol. 8 No. 3

Publ. Year: 1994

Pages: 51-63

Abstract: This article describes a pilot program designed to teach algebra to Texas migrant students via audioconferencing. Issues related to course development, design, and delivery are discussed. The high class grade averages and the students' increased ability to communicate mathematically indicate that audioconferencing is a viable alternative to face-to-face instruction for the teaching of algebra.

Author(s): Helena Ramirez

Title: PROGRAMS AND DROP-OUT IN UNIVERSIDAD

ESTATAL A DISTANCIA (UNED) OF COSTA RICA

Publ: The American Journal of Distance Education, Vol. 8 No. 3

Publ. Year: 1994

Pages: 64-73

Abstract: The Universidad Estatal a Distancia (UNED) of Costa Rica has admitted over 80,000 students in its seventeen-year history. However, total enrollment figures are an insufficient measure of the institution's success in achieving its mission of democratizing higher education in Costa Rica. This article examines the issue of student drop-out in an attempt to determine ways in which UNED can best and most realistically achieve the end of increased access to higher education.

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