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EDITORIAL

This week we are posting a complete set of abstracts compiled
from volume 3 (1989), of the American Journal of Distance Educa-
tion. The abstracts from volume 1 (1987) were posted in DEOSNEWS
#4 and the abstracts from volume 2(1988) were posted in DEOSNEWS
#8. In the future, DEOSNEWS will provide abstracts from volume 4
and 5. These back issues are available at \$12 per copy for
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ABSTRACTS from: THE AMERICAN JOURNAL OF DISTANCE EDUCATION 1989

VOLUME 3 NUMBER 1

Author(s): Murgatroyd, Stephen and Woudstra, Andrew

Title: Issues in the Management of Distance Education

Publ.: American Journal of Distance Education Vol. 3,
No. 1

Pub. Yr.: 1989

Pages: 4-19

Abstract: In this paper a number of key issues facing administrators at Athabasca University (Canada) are examined in terms of the general issues which they suggest for distance education organizations and open learning systems. Athabasca University is used as a case study of a complex organization with a complex history which is currently seeking to deal with administrative issues in a direct and challenging way. Throughout this paper, the experience of administrators at Athabasca University is contrasted with the experience of administrators at the Open University (Britain). This paper does NOT review the literature concerning the management and administration of distance education organizations and open learning systems. Instead, it focuses upon broad issues which challenge the nature of these systems and looks at these issues from an administrative point of view. The implicit aim of the paper is to provide a starting point for a new direction of study in distance education: the study of strategic management and its practice. (written by author) (68 references)

Author(s): Barker, Bruce O.; Frisbie, Anthony G.; and
Patrick, Kenneth R.

Title: Broadening the Definition of distance Education in
Light of the New Telecommunications Technologies

Publ.: American Journal of Distance Education Vol. 3,
No. 1

Pub. Yr.: 1989

Pages: 20-29

Abstract: Increased interest is being shown across the United States by state and national education officials regarding the concept of "distance education." Reference is usually intended to mean telecommunicated instruction that is delivered from a host site or classroom to multiple receiving sites simultaneously at distant locations. Nevertheless, the term "distance education" is often referenced in the literature to mean corre-

spondence study. This article addresses some of the similarities and differences between traditional, print-based distance education and the newer, electronic media-based approaches. A hierarchical structure--focussing on the degree and level of teacher/student interaction possible in various approaches--is also presented. (written by author) (27 references)

Author(s): Bytwerk, Randall L. and Diehl, Grover E.
Title: Teaching Public Speaking Via Correspondence in the Third Reich
Publ.: American Journal of Distance Education Vol. 3, No. 1
Pub. Yr.: 1989
Pages: 30-37

Abstract: To expand the availability of National Socialist speakers between 1928 and 1933, Fritz Reinhardt developed a speakers' course for party members. By 1933 over 6000 had been trained using his methods. The course's enormous success, however, had more to do with timing, the zeal of the students, and Reinhardt's own hard work than with any particular training innovation. Structurally, the course was quite similar to present day correspondence instruction. (written by author) (32 references)

Author(s): Lauzon, Allan C. and Moore, George A. B.
Title: A Fourth Generation Distance Education System: Integrating Computer-Assisted Learning and Computer Conferencing
Publ.: American Journal of Distance Education Vol. 3, No. 1
Pub. Yr.: 1989
Pages: 38-49

Abstract: Distance education is emerging as a REAL force in education. Although early distance education systems in the form of correspondence courses have been in place since the turn of the century, only recently has it begun to move from a marginal role in education to front and center. Much of this focus on distance education stems from a growing demand for educational opportunities that are designed for, and directed toward, specific target groups (Garrison 1986). This paper is devoted to reviewing and briefly discussing the literature pertaining to the Personalized System of Instruction (PSI), Computer-Assisted Learning (CAL), Computer-Conferencing (CC) forms of instruction, and how they can be integrated into a delivery system to enhance distance learning. (written by author) (28 references)

Author(s): McCleary, Iva Dene and Egan, M. Winston
Title: Program Design and Evaluation: Two-way Interactive Television

Publ.: American Journal of Distance Education Vol. 3,
No. 1

Pub. Yr.: 1989

Pages: 50-60

Abstract: Describes study that examined the effects of using two-way interactive television in a three-course sequence of teacher education courses. Comparisons are made between distance education and conventionally taught classes, and the variables used are described, including the instructor's teaching effectiveness, feedback related to student progress, and course organization. (ERIC #EJ392478) (3 references)

VOLUME 3 NUMBER 2

Author(s): Rumble, Greville

Title: On Defining Distance Education

Publ.: American Journal of Distance Education, Vol. 3,
No. 2

Pub. Yr.: 1989

Pages: 8-21

Abstract: Reviews Past definitions of distance education and offers a new five-part definition of the concept. Topics discussed include the roles of the teacher and students; physical separation of teachers and learners; the influence of an educational organization; communication between teachers and students; and the use of technical media. (ERIC #EJ401015) (22 references)

Author(s): Cookson, Peter S.

Title: Research on Learners and Learning in Distance Education: A Review

Publ.: American Journal of Distance Education, Vol. 3,
No. 2

Pub. Yr.: 1989

Pages: 22-34

Abstract: This article reviews research on learners and learning in distance education. Items are drawn from literature catalogued in ERIC, Dissertation Abstracts International, The Social Sciences Citation Index, and Teaching at a Distance. A master list of articles and dissertation abstracts was compiled and each item was examined for relevance. Yet to be examined are additional references cited by the articles identified in the

initial search, as well as unpublished research documents identified in the ERIC data base. (written by author) (60 references)

Author(s): Dillon, Connie

Title: Faculty Rewards and Instructional Telecommunications: A View From the Telecourse Faculty

Publ.: American Journal of Distance Education, Vol. 3, No. 2

Pub. Yr.: 1989

Pages: 35-43

Abstract: Implementation of the telecommunications technologies necessary to adequately serve the needs of today's adult learners will depend to a large extent on acceptance by faculty. However, negative faculty attitudes often result from the changes in familiar teaching patterns and practices necessitated by these technologies. Stressing the importance of reward systems in the acceptance of any innovation, this article analyzes faculty and administrator perceptions of the reward systems relating to university telecourses. Both institutional and personal rewards are necessary for faculty to accept telecourse teaching. Institutional rewards include recognition by administrators of both the value and unique demands of telecourses, monetary rewards equivalent to those given to resident instructors, and the elimination of barriers associated with telecourse teaching. Personal rewards include the diversity provided by teaching telecourses and the opportunity to serve nontraditional learners. A final important factor is the attitude of peers toward telecourse teaching; this study found a strong relationship between the perceived attitudes of colleagues and the attitudes of telecourse instructors. Dillon concludes that administrators must provide tangible rewards to faculty using these technologies and that telecommunications coordinators should be given the power and resources necessary to meet the needs of the faculty; only in this way will instructional telecommunications be successfully integrated into the postsecondary educational system. (6 references)

Author(s): Tovar, Mariela

Title: Representing Multiple Perspectives: Collaborative-Democratic Evaluation in Distance Education

Publ.: American Journal of Distance Education, Vol. 3, No. 2

Pub. Yr.: 1989

Pages: 44-56

Abstract: This article discusses three models of consulta-

tion and their assumptions regarding roles and responsibilities of evaluation consultants. It identifies several factors that support the utilization of collaborative approaches for the evaluation of the internal functioning of distance education programs. The article presents the application of a collaborative model, specifically, Utilization-Focused Evaluation (Patton 1982, 1986), to the selection of questions and issues in an evaluation project. This project was carried out at the "Universidad Nacional Abierta" (National Open University) a distance education institution located in Venezuela. Both the collaborative process and the evaluation issues that resulted from this approach are discussed. (written by author) (27 references)

Author(s): Beare, Paul L.

Title: The Comparative Effectiveness of Videotape, Audiotape and Telelecture in Delivering Continuing Teacher Education

Publ.: American Journal of Distance Education, Vol. 3, No. 2

Pub. Yr.: 1989

Pages: 57-66

Abstract: This research examines the effects on student achievement and on the course evaluations of audiotape, videotape, and telelecture instruction delivered through a continuing education program. The target subjects were non-traditional teacher education students scattered across a wide, rural, geographic region, and for whom no other educational alternatives existed short of being unemployed while receiving training. The study included a traditional control group of on campus students receiving live instruction, one group which received video instruction on campus, and one for which video instruction was available as a backup alternative. Results revealed no differences in student achievement or course evaluation among the six groups. These findings support the use of such mediums of instruction in distance education. (written by author) (8 references)

VOLUME 3 NUMBER 3

Author(s): Woudstra, Andrew and Powell, Richard

Title: Value Chain Analysis: A Framework for Management of Distance Education

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

Pub. Yr.: 1989

Pages: 7-21

Abstract: Discussion of the benefits of value chain analysis in the management of distance education organizations focuses on an example at Athabasca University. The effects of policies and decisions on the organization and its value system are considered, cost drivers for activities are described, and a future-oriented perspective is emphasized. (ERIC #EJ405811) (14 references)

Author(s): Davis, Shirley and Elliott, Charles S.

Title: Whose Job is Teleconference Reception?

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

Pub. Yr.: 1989

Pages: 22-35

Abstract: This article focuses on the administration of education programs delivered by satellite video and, for interaction, augmented by return telephone lines. Eight administrative models, four for each environment, are identified for education and business. Additionally, the article discusses general operational issues and challenges in both types of environments, describes the requirements for personal and institutional support, and suggests guidelines for teleconference administration. (14 references)

Author(s): Ritchie, Helen and Newby, Timothy J.

Title: Classroom Lecture/Discussion vs. Live Televised Instruction: A Comparison of Effects on Student Performance, Attitude, and Interaction

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

Pub. Yr.: 1989

Pages: 36-45

Abstract: To investigate the influence of environment on interaction in distance education, this study compared levels of observed interaction in a traditional face-to-face classroom, a television studio classroom, and in a distance classroom equipped with two-way audio capabilities. Twenty-six college undergraduates were randomly assigned to one of the above three groups. The instructor delivered the same rehearsed material, a lecture on nominative absolute clauses, in each of the three settings. After instruction, a personal information form, performance test, and attitude survey were administered to all groups. Analysis of participant performance showed that achievement was similar regardless of the medium used. Differences appeared, however, in

number and types of interactions; students in the face-to-face setting interacted twice as often as the combined total of studio and distance groups and the types of interactions varied to a greater degree. Results of the attitude survey indicate that distance students perceived less involvement, less ability to ask questions, and less overall enjoyment. The researchers conclude that, although high levels of interaction are not necessary for adequate performance, ability to interact strongly influences students' attitudes and, therefore, commitment to learning. Because this commitment can directly affect student persistence in a course of study, instructors should structure interaction in distance learning situations by using student names, televising photographs of students who interact, and addressing the distance groups more specifically. (39 references)

Author(s): Lane, Carla

Title: A Selection Model and Pre-Adoption Evaluation Instrument for Video Programs

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

Pub. Yr.: 1989

Pages: 46-57

Abstract: Discusses the use of video programs and telecourses in distance education and describes the development of a media selection model and evaluation instrument using the Delphi technique. The instrument, which contains specific criteria based on media selection methods, addresses such areas as educational objectives, instructional design, printed materials, computer software, and costs. (ERIC #EJ405813) (35 references)