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EDITORIAL

This issue of DEOSNEWS comprises abstracts of articles from The American Journal of Distance Education. 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, and in the public schools. Abstracts of the main articles from the three issues published in 1995 (9:1, 9:2, and 9:3) 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; Volume 6 in 2:22; Volume 7 in 3:11; and Volume 8 in 4:12). Ordering information for current or back issues can be obtained from the AJDE office at the address, telephone number, or fax number listed above.

THE AMERICAN JOURNAL OF DISTANCE EDUCATION

VOLUME 9 NO. 1 - 1995

Author(s): William J. Bramble and Barbara L. Martin
Title: THE FLORIDA TELETRAINING PROJECT: MILITARY
TRAINING VIA TWO-WAY COMPRESSED VIDEO
Publ: The American Journal of Distance Education, Vol. 9 No. 1
Publ. Year: 1995
Pages: 6-26.

Abstract: The Florida Teletraining Project tested the feasibility of using community colleges as providers of various types of military training to personnel in the Reserve Components (RC). Training was delivered via the Army's TNET system, which employs two-way interactive video. Five courses were produced, delivered, and evaluated during the project. Results showed that effective military course reconfiguration can be accomplished by civilian institutions, that the delivery system was technically reliable, that students performed well using specially reconfigured courseware, and that students rated the video teletraining approach as effective. The project demonstrated the potential of two-way video teletraining for a variety of military training applications for several different levels of military personnel.

Author(s): Rory McGreal
Title: A HETEROGENEOUS DISTRIBUTED DATABASE SYSTEM FOR
DISTANCE EDUCATION NETWORKS

Publ: The American Journal of Distance Education, Vol. 9 No. 1
Publ. Year: 1995
Pages: 27-43

Abstract: The exponential increase in the amount of information available makes the development of efficient information access systems essential. A heterogeneous distributed database system (HDDS) is an interconnected collection of logically related databases. Recent advances in database design, particularly the introduction of HDDSs, can offer distance education networks viable, simple, cost-effective and efficient database access systems. Telecommunications users are becoming more and more sophisticated, demanding interoperability in a flexible, user-friendly environment. The World Wide Web, Gopher, WAIS, and other Internet navigation tools are making access less difficult. Although implementing a heterogeneous distributed database system may add complexity, it would be consistent with present developments while providing a more efficient service to the students, teachers, researchers, and administrators who are using distance education networks. Implementing a HDDS can be an efficient way to manage the coordination of individual systems to provide up-to-date, easily accessible information on available courses, course design, registration procedures, hardware and software use and availability, library resources, and other topics of interest to those in the field of distance education.

Author(s): Darcy Walsh Hardy and Donald Olcott, Jr.
Title: AUDIO TELECONFERENCING AND THE ADULT LEARNER:
STRATEGIES FOR EFFECTIVE PRACTICE
Publ: The American Journal of Distance Education, Vol. 9 No. 1
Publ. Year: 1995
Pages: 44-60

Abstract: Audio teleconferencing is a distance learning delivery system that has often been overlooked by educational institutions and other organizations. However, the trend toward adoption of "high-end" (and high cost) delivery systems is giving way to a new trend toward appropriate selection of a delivery system based on course content, course design, and intended audience. This article takes a close look at audio teleconferencing as a viable option for many distance learning situations, discusses the importance of the audio component in distance learning, and suggests management and delivery strategies for organizations considering this medium.

Author(s): Esther H. Paist
Title: SERVING STUDENTS WITH DISABILITIES IN DISTANCE
EDUCATION PROGRAMS
Publ: The American Journal of Distance Education, Vol. 9 No. 1
Publ. Year: 1995
Pages: 60-71

Abstract: Flexibility in location, scheduling, and delivery of courses and programs through distance education can provide disabled students with what may be their first real access to higher education. Distance educators must stay abreast of developments (particularly technological developments) that will improve future services; in this way, they can take a proactive stance in providing and delivering courses, instruction, and testing in accessible formats. This article states a philosophy for serving disabled

learners and describes practical applications of that philosophy for distance education programs based on the experiences of the Independent Study program at the University of Wisconsin-Extension. Issues addressed include information dissemination, planning, instruction, testing, and faculty training and support.

VOLUME 9 NO. 2 - 1995

Author(s): David Jonassen, Mark Davidson, Mauri Collins, John Campbell, and Brenda Bannan Haag
 Title: CONSTRUCTIVISM AND COMPUTER-MEDIATED COMMUNICATION IN DISTANCE EDUCATION

Publ: The American Journal of Distance Education, Vol. 9 No. 2
 Publ. Year: 1995
 Pages: 7-26

Abstract: The fields of learning theory and instructional design are in the midst of a scientific revolution in which their objectivist philosophical foundations are being replaced by a constructivist epistemology. This article describes the assumptions of a constructivist epistemology, contrasts them with objectivist assumptions, and then describes instructional systems that can support constructive learning at a distance.

Author(s): Terry D. Anderson and D. Randy Garrison
 Title: TRANSACTIONAL ISSUES IN DISTANCE EDUCATION: THE IMPACT OF DESIGN IN AUDIOTELECONFERENCING
 Publ: The American Journal of Distance Education, Vol. 9 No. 2
 Publ. Year: 1995
 Pages: 27-45

Abstract: This paper reports the results of a study of student perceptions of learning via audioconferencing in university-level courses delivered at a distance. Field observations, interviews, and a focus group were used to triangulate and deepen knowledge obtained from an initial mail survey. The results of the investigation revealed that the audioteleconferences were being used under two quite different instructional designs, which were associated with significant differences in students' perceptions of the opportunity to engage in critical thinking skills, creation of a community of inquiry, and value of various components of the distance education system. The study documents students' perceptions and outlines ways in which these sessions can be designed to induce maximum learning opportunities.

Author(s): Paul M. Biner, Martin L. Bink, Michelle L. Huffman, and Raymond S. Dean
 Title: PERSONALITY CHARACTERISTICS DIFFERENTIATING AND PREDICTING THE ACHIEVEMENT OF TELEVISED-COURSE STUDENTS AND TRADITIONAL-COURSE STUDENTS
 Publ: The American Journal of Distance Education, Vol. 9 No. 2
 Publ. Year: 1995
 Pages: 46-60

Abstract: A large-scale field study was conducted to 1) determine if the personality traits of students enrolled in televised college-level courses differ from the personality traits of students enrolled in traditional college-level courses and 2) identify the specific personality traits predictive of successful performance in televised

classes. Results showed that students enrolled in telecourses do have a unique personality profile and that certain traits predicted success for these students. Implications of these results are discussed.

Author(s): Michael Jaeger

Title: SCIENCE TEACHER EDUCATION AT A DISTANCE

Publ: The American Journal of Distance Education, Vol. 9 No. 2

Publ. Year: 1995

Pages: 61-75

Abstract: The nation's school reform agenda focuses on fundamental changes in schools and teachers; science education has been identified as a key area for these changes. However, science teachers in rural schools often are at a disadvantage for receiving necessary continuing education. Telecommunications technology can provide these teachers with access to current information in science education; it also allows teacher educators to model desirable science teaching strategies. This article reports on a pilot project that used interactive videoconferencing to provide hands-on instruction to science teachers at various rural sites and computer conferencing to link participants for coursework, networking, and access to resources.

VOLUME 9 NO. 3 - 1995

Author(s): Don Olcott, Jr. and Stephen J. Wright

Title: AN INSTITUTIONAL SUPPORT FRAMEWORK FOR INCREASING FACULTY PARTICIPATION IN POSTSECONDARY DISTANCE EDUCATION

Publ: The American Journal of Distance Education, Vol. 9 No. 3

Publ. Year: 1995

Pages: 5-17

Abstract: The increasing importance of distance education compels postsecondary institutions to 1) reduce existing barriers to faculty participation in distance education, and 2) provide support services that will ensure student access to high-quality instructional programs. This article presents an institutional support framework that can assist higher education institutions in meeting these needs by appropriately balancing the application of technologies and the development of human resources.

Author(s): Peter S. Cookson and Yu-bi Chang

Title: THE MULTIDIMENSIONAL AUDIOCONFERENCING CLASSIFICATION SYSTEM (MACS)

Publ: The American Journal of Distance Education, Vol. 9 No. 3

Publ. Year: 1995

Pages: 18-36

Abstract: Increasing awareness and emphasis on interactional aspects of distance education is accompanied by growing interest in describing the actual process of audioconferencing instruction. Studies reviewed for this article have examined some aspects of the instructional process and outcomes of different instructional modes, but have not focused on distance education-related interactional dimensions. This article reports an ongoing effort to develop an instrument for tabulation, analysis, and interpretation of audioconferencing instructional interactions. Drawing on three theoretical and empirical streams--systematic small group

interaction analysis, systematic classroom interaction analysis, and interaction in distance education settings--the schema presented here offers an approach to classify and analyze the elements accounted for by the contextual structure in audioconferencing instruction.

Author(s): Michael Barry and Gregory B. Runyan
Title: A REVIEW OF DISTANCE-LEARNING STUDIES IN THE U. S. MILITARY
Publ: The American Journal of Distance Education, Vol. 9 No. 3
Publ. Year: 1995
Pages: 37-47

Abstract: This review of literature includes recent studies of distance learning in military settings. Aspects of distance learning reviewed include 1) distance learning delivery systems, 2) effectiveness studies comparing distance learning and resident training, and 3) speculation as to the future of distance learning in military settings. Additionally, the results of interviews conducted at military sites and universities with experience in distance learning are reported.

Author(s): Steve Gruber and Gary Coldevin
Title: DISTANCE EDUCATION FOR ABORIGINAL COMMUNITIES IN CANADA: PAST EXPERIENCE AND FUTURE POTENTIAL
Publ: The American Journal of Distance Education, Vol. 9 No. 3
Publ. Year: 1995
Pages: 48-61

Abstract: Past experience with an industrial, classroom-based educational model for aboriginal students has revealed severe limitations that have resulted in secondary graduation levels far below those of the Canadian population in general. Distance education has the potential to redress many of the traditional model's inherent weaknesses, including the reduction of problems associated with cultural assimilation. Distance education also has the potential to enhance the multimedia resources of band-controlled schools, schools that have shown good promise in raising retention and attainment rates. This article reviews the current situation pertaining to education in Canadian aboriginal communities, discusses the strengths and weaknesses of two distance education programs for aboriginals, and concludes with key guidelines for future distance education endeavors.

Author(s): Vivian Lalande
Title: STUDENT SUPPORT VIA AUDIO TELE-CONFERENCING: PSYCHO-EDUCATIONAL WORKSHOPS FOR POST-BACHELOR NURSING STUDENTS
Publ: The American Journal of Distance Education, Vol. 9 No. 3
Publ. Year: 1995
Pages: 62-73

Abstract: Although the provision of student services for distance learners is recognized as critical, the development of effective services for distance learners has been minimal. This paper will provide an overview of a recently initiated project designed to provide student services via audio teleconferencing to a population of Post-R.N. Bachelor of Nursing students at the University of Calgary. A series of psycho-educational workshops was developed to ease the transitions first to the distant student role and then back to the role of worker. These workshops were

implemented and evaluated in terms of both process and content. Evaluation results indicated that the teleconference delivery of psycho-educational workshops is effective in providing support services to distance students.

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