

SELECTIONS FROM ERIC

Journal Articles

EJ 602 002

Ally, Mohamed; Coldeway, Dan O. (1999, Spring). Establishing Competencies and Curricula for the Distance Education Expert at the Master's Level. *Journal of Distance Education*. v14 n1 p75-88.

Reviews the development phase of a collaborative inquiry initiative undertaken among staff in the Center for Distance Education, Athabasca University, Canada, to identify competencies required of master's-level experts in distance education. The competencies are clustered in four skill sets, and basic procedures for developing taxonomy of cognitive/performance levels and an analysis of content/curricula for distance educators are described.

EJ598567

Arbaugh, J. B. (2000, February). Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses. *Journal of Management Education*. v24 n1 p32-54.

Five Masters of Business Administration courses used various formats, including part traditional/part asynchronous activity and totally asynchronous. A survey of 88 of 108 students showed that flexibility of the medium and an interactive course environment influenced satisfaction more than ease or frequency of access.

EJ 598 988

Brent, Brian O. (1999, Fall). Distance Education: Implications for Equity and Cost-Effectiveness in the Allocation and Use of Educational Resources. *Journal of Education Finance*. v25 n2 p229-54.

Examines distance education's efficacy in nine New York school districts affiliated with Boards of Cooperative Educational Services (BOCES). Distance education enables small rural schools to expand their curriculum. Districts vary in utilizing distance education. Distance-education courses cost considerably more to offer than traditional courses. Contains 30 references.

EJ 601 725

Carr, Sarah. (2000, February 11). As Distance Education Comes of Age, the Challenge Is Keeping the Students. *Chronicle of Higher Education*. v46 n23 pA39-A41.

Reports that anecdotal evidence and studies by individual institutions suggest that course completion and program retention rates are generally lower in distance education courses than in their face-to-face counterparts. Suggests some of the causes may be that distance students are often older, have more obligations, or that lack of face-to-face contact is not effective with some learning styles.

EJ 600 641

Cartwright, Juliana. (2000, February). Lessons Learned: Using Asynchronous Computer-Mediated Conferencing to Facilitate Group Discussion. *Journal of Nursing Education*. V39 n2 p87-90.

A nursing school used asynchronous computer conferencing for student discussion groups and three distance sites and one host site. Course evaluation showed students appreciated the ability to review discussions and reflect before commenting and felt team collegiality. A switch to different software reduced the technology learning curve, but instructional design was more important than technology.

EJ 597 852

Grimes, Seamus. (2000, January). Rural Areas in the Information Society: Diminishing Distance or Increasing Learning Capacity? *Journal of Rural Studies*. v16 n1 p13-21.

Examines prospects for rural areas within the Information Society, referring particularly to the European Union. Discusses effects of diminished distance from core markets, increased learning capacity through improved access to information, public policy emphasis on building infrastructure, disappointing outcomes for telecommunications initiatives and rural telework, and the potential of rural areas to exploit new technologies. Contains 24 references.

EJ 599 653

Kirby, Elizabeth; Roblyer, M.D. (1999, October). A Glimpse at the Past, an Eye to the Future. A Review of Three Video-based Distance Education Programs. *Learning and Leading with Technology*. V27 n2 p46-50, 52.

Presents evaluations of three video-based distance education programs – Star Schools, the governor of Wyoming's pilot distance learning project, and the Ohio SchoolNet Telecommunity. Discusses some common findings and implications for the future of video-based distance learning, including what can be done to make distance education courses more effective.

EJ 588 447

Lever-Duffy, Judy. (1999, Winter). The Evolution of Distance Education. *Catalyst*. v28 n1 p8-13.

Provides an overview of distance-education technologies. Discusses synchronous and asynchronous distance-delivery approaches, and the extent to which they offer students the opportunity to interact with other students and faculty. Suggests elements that comprise an ideal delivery system, and offers some views on the future of distance education. Contains 13 references.

EJ 602 064

MacDonald, Lucy; Caverly, David C. Techtalk: (2000, Spring). Synchronous Distance Developmental Education. *Journal of Developmental Education*. v23 n3 p38-39.

Discusses the third generation (G3) model of online education named synchronous online education. Reviews terminology, hardware, different stages of G3, software, and implications of G3 for the future. Contains 15 references.

EJ 599 619

Matthews, Diane. (1999, September). The Origins of Distance Education and Its Use in the United States. *T.H.E. Journal*. v27 n2 p54,56,58,60,62,64,66-67.

Explains the origins and growth of distance education, the media used, type of students it attracts, and identifies advantages and disadvantages of utilizing distance education. Gives a brief profile of distance education in the United States.

EJ 591 644

Saba, Farhad. (1999). Toward a Systems Theory of Distance Education. *American Journal of Distance Education*. v13 n2 p24-31.

Discusses limitations of "Comparing Distance Learning and Classroom Learning: Conceptual Considerations," Smith and Dillon's physical science view of educational technology. Suggests that a systems approach is necessary to describe distance education and define a set of principles and rules for its effective use, as well as a set of criteria to determine its effectiveness.

EJ 588 242

Saba, Farhad. (1999, 3 May). Planning for Distance Education: Too Much Focus on Delivery Systems? *Distance Education Report*. v3 n5 p1.

Discusses delivery systems in distance education and suggests that too much time is spent on choosing a delivery system rather than analyzing distance education as a whole. Presents a distance-education hierarchy that includes hardware systems, software systems, telecommunications systems, instructional systems, educational systems, societal systems, and global systems.

EJ 591 645

Smith, Patricia L.; Dillon, Connie L. (1999). Toward a Systems Theory of Distance Education: A Reaction. *American Journal of Distance Education*. v13 n2 p32-36.

Contends that comparison studies offer one important view from which to frame questions about the study of distance education. Responds to Farhad Saba's "Toward a Systems Theory of Distance Education" major premises about distance-education research.

EJ 597 675

Swalec, John; Regnier, Jane. (1999, December - 2000, January). Doing Our "Home-work." *Community College Journal*. v70 n3 p42-46.

Summarizes the steps taken by Waubesa Community College (Illinois) in offering courses using multiple technologies to serve their diverse "market" of students. Describes the creation and development of a pilot distance learning paradigm that would expand upon the existing networks by using television access and computers to send video classes to students' homes.

EJ 593 517

Swartz, James D.; Biggs, Bobbi. (1999). Technology, Time, and Space or What Does It Mean To Be Present? A Study of the Culture of a Distance Education Class. *Journal of Educational Computing Research*. v20 n1 p71-85.

Uses qualitative research methods to analyze a three-hour (48 contact hours) distance education course. Examines the reduction of social abrasion in distance education resulting from the combination of physical distance, emotional distance, simultaneous two-way verbal and visual access, private communication, and maintenance of distinct knowledge bases.

EJ 600 804

Zielinski, Dave. (2000, March). Can You Keep Learners Online? *Training*. v37 n3 p64-66,68,70,72,74-75.

Reasons people do not complete online training courses include (1) no incentives, (2) lack of connectedness, (3) learner preference for instructor-led courses, (4) poor course design, (5) "some is enough," and (6) lack of perks. Course delivery must consider three elements: the technology, course design, and the learning environment.

How to Obtain Materials Cited in this Bibliography:

Journal article citations are from the ERIC system's *Current Index to Journals in Education (CIJE)*. The articles may be obtained from a college, university or large public library, or borrowed through interlibrary loan.

The staff of the ERIC Clearinghouse on Information & Technology, Syracuse University, Syracuse, NY 13244 prepared this column. Phone: (315) 443-3640; E-mail: eric@ericir.syr.edu

NEWS FROM ERIC

Learn About ERIC the Easy Way with the ERIC Slide Show

http://www.accesseric.org/resources/eric_slides.html

If you're looking for a fast, easy, and free way to update yourself or teach others about—the publications, products, and services of the Educational Resources Information Center (ERIC), drop by the ERIC system wide Web site and view the ERIC Slide Show.

Presented in both PowerPoint and HTML, the slide show is a concise yet comprehensive introduction to ERIC that includes information about how to:

- Search the ERIC database, using basic and more advanced search strategies.
- Obtain ERIC Documents, Digests, journal articles, and other publications.
- Access the popular AskERIC Q&A Service, ERIC listservs, and ERIC Clearinghouse Web sites.

If you're a librarian or someone else who teaches others about ERIC, download the slide show for use in your presentations and workshops!

You can also order free handouts that accompany the slide show by calling ACCESS ERIC at 1-800-LET-ERIC (538-3742) or by sending an E-mail request to (accesseric@accesseric.org).

View the ERIC Slide Show at: http://www.accesseric.org/resources/eric_slides.html.

Access ERIC Publishes Two New Parent Brochures

ACCESS ERIC, the support and outreach component of the ERIC system, recently published two new parent brochures. The first, "What Should Parents Know About Schools As Community Learning Centers?" explores the benefits and challenges of opening schools up to community members. The second, "What Should Parents Know About Information Literacy?" explains the concept and importance of information literacy in a straightforward way and provides practical suggestions for parents to help their children become information literate.

Both brochures can be viewed and downloaded on the ERIC system wide Web site at: <http://www.accesseric.org/resources/parent.html>.

To order paper copies, send an e-mail request including the publication title, quantity desired, and your mailing address to (accesseric@accesseric.org), or call ACCESS ERIC at 1-800-LET-ERIC (538-3742).

ERIC/CLL Adds "Directory of Resources for Foreign Language Programs"

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) has added to its Web site the eagerly-awaited "Directory of Resources for Foreign Language Programs." Co-produced by the National Clearinghouse for Bilingual Education, the new directory contains links to Web sites, online publications, publishers, instructional materials, listservs, databases, and other resources related to foreign language programs and their improvement.

Search or browse the new directory today on the ERIC/CLL Web site at <http://www.cal.org/ericcll/ncbe/fldirectory>. For more information, call ERIC/CLL at 1-800-276-9834.

AskERIC Adds Response Archive to Q&A Service

Do you have a question about education? Perhaps it's been asked before. Find out now by exploring the new "AskERIC Response Archive" on the AskERIC Web site. This new feature contains more than 100 responses to questions received through the AskERIC Question-and-Answer Service. Accessing the archive is easy! Users can search by keyword or browse by category. Archived responses may include ERIC citations, links to Internet sites or discussion groups, or print resources.

Explore the "AskERIC Response Archive" at <http://eric.syr.edu/Virtual/Qa/archives>.

Submit a question to AskERIC at askeric@askeric.org.

AskERIC is a special project of the ERIC Clearinghouse on Information & Technology at Syracuse University.

ERIC/HE Adds FAQs on Accreditation, Education for International Students

The ERIC Clearinghouse on Higher Education (ERIC/HE) recently updated the "Frequently Asked Questions" (FAQs) section of its Web site with information about accreditation and about U.S. education for international students.

Now visitors to the ERIC/HE Web site will find answers to the following questions:

- What is accreditation?
- How can I find out if a college or university is accredited?
- What is the importance of accreditation?
- Where can international students find information on the structure of the U.S. higher education system?
- Where can international students find funding to study in the United States?

Review the new FAQs today on the ERIC/HE Web site at <http://www.eriche.org/faq/index.html>.

ERIC/HE Publishes New ERIC Trends

The ERIC Clearinghouse on Higher Education (ERIC/HE) recently published eight new ERIC Trends on the following topics:

- Administration
- External Constituencies, Outreach, and Public Relations
- Faculty Issues
- Finance
- Governance and Policy
- International Higher Education
- Students
- Teaching and Learning

ERIC Trends are reviews and analyses of major trends in higher education research and literature. ERIC Trends not only report major research trends in higher education but also describe major concerns in institutional practice.

Slightly more than half the literature in ERIC Trends is drawn from higher education journals. The remainder comes from conference papers and documents published by educational associations, institutional research offices, research centers, consortia, and state and state and federal associations and boards. Each ERIC Trend includes an extensive bibliography.

The new ERIC Trends, with the exception of those enclosed above in parentheses, can be viewed and downloaded on the ERIC/HE Web site at <http://www.eriche.org/trends/index.html>. The others will be posted soon.

ERIC/SP Adds E-Primer on Professional Development

The ERIC Clearinghouse on Teaching and Teacher Education (ERIC/SP) has added to its Web site the second in its new series of E-Primers. E-Primers are full-text peer-reviewed articles on topics related to teaching and teacher education.

The latest E-Primer, "Characteristics of Effective Professional Development," prepared by the National Partnership for Excellence and Accountability in Teaching (NPEAT), outlines nine key design principles for professional development programs, presents examples of their use, and reviews some of the recent related literature. It also discusses institutional conditions that may nurture effective professional development.

Read the new E-Primer today on the ERIC/SP Web site at <http://www.ericsp.org/digests/eprimers.html>.

NPIN Updates Virtual Library

The National Parent Information Network (NPIN), a special project of the ERIC Clearinghouse on Elementary and Early Childhood Education, has added the following publications to its Virtual Library:

- Dual Exceptionalities
- Trends and Issues: School Reform
- Holding Schools Accountable for Achievement
- Girls and Violence
- Helping Children Master the Tricks and Avoid the Traps of Standardized Tests
- New IDEA '97 Requirements: Factors to Consider in Developing an IEP
- Homeschooling and the Redefinition of Citizenship
- Otra perspectiva sobre lo que los niños deben estar aprendiendo manejando las burlas: Cómo los padres pueden ayudar a sus hijos
- What Are Charter Schools?
- Family Literacy Strategies To Support Children's Learning
- Conferencias de padres-educadores: Sugerencias para los padres

The Virtual Library includes full-text publications, summaries of books, descriptions of newsletters and magazines, as well as a special collection of resources for urban/minority families.

Explore the recent additions to NPIN's Virtual Library today at <http://npin.org/new.html>.

Browse or search the complete library at <http://npin.org/library.html>.

Adult, Career, and Vocational Education (ERIC/ACVE)

Practice Application Briefs:

- "Informal Workplace Learning" by David Cofer, 2000
- "Middle School Career Education and Development" by Sandra Kerka, 2000
- "Vocational Teacher Professional Development" by Bettina L. Brown, 2000

These publications will be posted at <http://ericacve.org/pab.asp>.

To order free paper copies, send an e-mail request to Judy Wagner at (wagner.6@osu.edu), or write to User Services, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090. Please remember to include your mailing address.

Community Colleges (ERIC/JC)

ERIC Digests:

- "Academic Dishonesty and the Community College" by R. Dean Gerdeman, July 2000
- "Strategic Planning in the Year 2000: Process Over Product" by Elaine Howell, August 2000

These ERIC Digests can be viewed and downloaded at <http://www.gseis.ucla.edu/ERIC/digests.html>.

Counselling and Student Services (ERIC/CASS)

ERIC Digest:

- "The 70-Percent Solution: Meeting the Need for High Skills" by Kenneth B. Hoyt and James Maxey, July 2000

This digest can be viewed and downloaded at <http://ericcass.uncg.edu/single/hoyt.html>.

Disabilities and Gifted Education (ERIC/EC)

ERIC Digest:

- "Teaching Young Gifted Children in the Regular Classroom" by Joan Franklin Smutny, May 2000

This ERIC Digest can be viewed and downloaded at <http://ericec.org/digests/e595.htm>.

Elementary and Early Childhood Education (ERIC/PS)

ERIC Digests:

- "Differentiation of Instruction in the Elementary Grades" by Carol Ann Tomlinson, August 2000
- "The Role of Curriculum Models in Early Childhood Education" by Stacie G. Goffin, August 2000

These ERIC Digests can be viewed and downloaded in HTML format or as a PDF file at <http://ericece.org/pubs/digests/dig00.html>.

ESL Literacy Education (NCLE)

ERIC Digest:

- "Trauma and the Adult English Language Learner" by Janet Isserlis, July 2000

This digest can be viewed and downloaded at <http://www.cal.org/ncle/digests/trauma2.htm>.

Urban Education (ERIC/CUE)

ERIC Digests:

- "New Trends in Language Education for Hispanic Students", ERIC Clearinghouse on Urban Education, July 2000
- "The Role of Teachers in Urban School Reform" by Laura Desimone, July 2000

These digests can be viewed and downloaded at http://eric-web.tc.columbia.edu/home_files/pub_list.html#digs.

News from Eric is collected from various ERIC sources by the staff of the ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, New York 13244-4100.

Phone: (315) 443-3640;

E-mail: eric@eric.syr.edu