

References and Resources on Distance Education

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Hull: U9a1- Final Database. The following are useful resources for both my final project and on transformative leadership.

Resource (APA Citation & Location)	Annotation
Section #1: References For DISTANCE EDUCATION...	
<p>Teaching over the Web versus in the Classroom: Differences in the Instructor Experience</p> <p>Smith, G. G., Ferguson, D., & Caris, M. (2002). Teaching over the Web versus in the Classroom: Differences in the Instructor Experience. <i>International Journal of Instructional Media</i>, 29(1), 61+. Retrieved January 26, 2005, from Questia database, http://www.questia.com.</p>	<p>Study that analyzes instructors' experience of teaching college courses over the WEB to provide a qualitative description of the current instructor experience of college web-based teaching. Analyzes what are the differences between teaching web-based distance education courses versus teaching face-to-face?</p> <p>Results:</p> <ul style="list-style-type: none"> • Instructor concern with bandwidth limitations and the dominance of text in the WEB-based classes • Fear that their accumulated teaching skills (oral) are much less necessary • Extreme need for meticulous layout of course info to avoid confusion- hours of work to develop • Better integration of ed resources than in traditional class • Feeling of more equality between instructor & students; students feel more free to challenge • Creation of "online identity" - almost impossible to cheat, for instructors begin to "know" the writing of students participating <p>Comments: Useful for understanding the <i>teacher</i> experience. Points out inability to cheat.</p>
<p>Theoretical Models for Distance Ed- selection of those presented useful to final project</p> <p>Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2003). Teaching and learning at a distance: Foundations of distance education. Upper Saddle River, NJ: Merrill Prentice Hall.</p>	<p>Theory is needed to provide a foundation/base against which decisions can be made with confidence (p. 37).</p> <p>Wedemeyer, Charles- Theory of Independent Study (p.38)</p> <ul style="list-style-type: none"> • 10 characteristics emphasizing learner independence & adoption of technology as way to implement independence (p. 38). • Separation of teaching & learning breaks educational space/time barriers • Four elements of every teaching/learning situation- teacher, learner(s), communication system/mode, something to be taught/learned. • Key to success is <i>relationship</i> between student & teacher <p>Moore, Michael- Theory of Independent Study (p.39)</p> <ul style="list-style-type: none"> • Classification method for dist ed programs • Two variables- amount of learner autonomy & distance between teacher/learner: <ul style="list-style-type: none"> • Autonomy = student must accept high degree of responsibility for conduct of learning program; some programs are "autonomous" (learner-determined) or "nonautonomous" (teacher-determined) • Distance = 2 measurable elements- Dialog (provision for 2 way

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	<p>communication) & Structure (extent program is responsive to learner needs)</p> <p>Peters, Otto- Theory of Industrialization of Teaching (p. 40)</p> <ul style="list-style-type: none"> • Dist ed can be analyzed by comparing with industrial production of goods • Lists 14 categories/terminology for analysis of distance ed • Division of labor is critical for effective distance teaching • Teaching process is restructured through increasing mechanization and automation • Centralized administration is only way for dist ed to be economical <p>Holmberg, Borje - Theory of Interaction & Communication (p. 42)</p> <ul style="list-style-type: none"> • Distance teaching will support student motivation, promote learning pleasure & make study relevant to indiv learner, creating feelings of rapport, access to content, engagement in activities, etc., and catering for helpful real & simulated communication to & from learner. • Teaching effectiveness related to impact of feelings of belonging and cooperation + actual exchange of information • Interaction between teaching & learning parties is core • Learning pleasure supports student motivation • Serves heterogeneous group of learners who can't/don't want f2f • Society benefits <p>Knowles, Malcom- Andragogy (p. 44)</p> <ul style="list-style-type: none"> • Deals with frameworks for programs designed for adult learners • Central idea- attainment of adulthood is concomitant on adults' coming to perceive themselves as self-directing individuals • Lynn question- how can one determine when one is self-directing? Of concern for application to project. <p>Fordism, Neo-Fordism, Post-Fordism- (p. 49)</p> <ul style="list-style-type: none"> • Fordism- low product innovation, low process variability, low labor responsibility. (See Peters). Fully centralized, single-mode • Neo-Fordism- high product innovation and high process variability, but maintain low labor responsibility of Fordism. Highly centralized Fordist approach to labor organization. Centrally controlled but locally administered. • Post-Fordism- high product innovation, high process variability, high labor responsibility. Deliberately fosters skilled & responsible workforce.
<p>Adding Up the Distance: Can Developmental Studies Work in a Distance Learning Environment?</p> <p>Perez, S., & Foshay, R. (2002). Adding Up the Distance: Can Developmental Studies Work in a Distance Learning Environment?. <i>T H E Journal (Technological Horizons In Education)</i>, 29(8), 16+. Retrieved January 26, 2005, from Questia database, http://www.questia.com.</p>	<p>CRITICAL ARTICLE FOR PAPER- Addresses project in which distance education format designed to implement developmental math programs for community colleges across the US.</p> <ul style="list-style-type: none"> • Action research program • Utilized PLATO Web Learning Network courseware • Explored critical success factors for computer-based distance learning in developmental math programs • 6 of 8 institutions developed in totally online format

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	<ul style="list-style-type: none"> • Faculty outlined 6 best outcomes (see p. 3 of 8) • Profile of successful distance education developmental learner • Fully integrated online curriculum with existing course objectives – most successful NOTE- check the League for Innovation in Community College's website here!
<p>Partnering to Establish a Distance Learning Program That Is Responsive to Needs</p> <p>Lowery, B. R., & Barnes, F. M. (1996). Partnering to Establish a Distance Learning Program That Is Responsive to Needs. <i>T H E Journal (Technological Horizons In Education)</i>, 23(7), 91+. Retrieved January 21, 2005, from Questia database, http://www.questia.com.</p>	Examines Grambling U (historically black univ in rural deep south) <ul style="list-style-type: none"> • How to select & finance an appropriate mix of technologies to meet DE needs • Two-pronged approach - acquire equipment/facilities & implement programmatic changes needed to make DE work • Integrated approach of technologies that could be combined to meet needs • Outlines collaborative partnerships for technology • Programmatic infrastructure developed for 3rd party programs, university-produced academic credit programs, and continuing ed programs/workshops
<p>The Origins of Distance Education and Its Use in the United States</p> <p>Matthews, D. (1999). The Origins of Distance Education and Its Use in the United States. <i>T H E Journal (Technological Horizons In Education)</i>, 27(2), 54. Retrieved January 23, 2005, from Questia database, http://www.questia.com.</p>	Attempts to answer "What is distance education?" <ul style="list-style-type: none"> • Use of DE in higher ed in USA • History of DE in USA • Advantages & disadvantages of using DE
<p>The Cost of Going the Distance: Online Education Is the Hottest Trend in Colleges Today. but Offering Courses Online Is Expensive and Schools Need a Solid Plan before They Decide to Plug In</p> <p>Rivard, N. (2001, September). The Cost of Going the Distance: Online Education Is the Hottest Trend in Colleges Today. but Offering Courses Online Is Expensive and Schools Need a Solid Plan before They Decide to Plug In. <i>Matrix: The Magazine for Leaders in Higher Education</i>, 2, 25+. Retrieved January 26, 2005, from Questia database, http://www.questia.com.</p>	Cautions against jumping into DE without considering costs involved. <ul style="list-style-type: none"> • Outlines web-based distance learning costs • Outlines suggestions for how to research • Branding is key for marketing DE program • Hidden technology costs • Quality control
<p>The Present and Future of Distance Learning</p> <p>Uhlig, G. E. (2002). The Present and Future of Distance Learning. <i>Education</i>, 122(4), 670+. Retrieved January 26, 2005, from Questia database, http://www.questia.com.</p>	Outlines journey of DE Characteristics of successful online learners What DE students need Time required for success The question of quality Future concerns- cost? Reduction of campus enrollments? Cheating?

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<p>Engaging the Disengaged: How is it Different When Using Distance Education?</p> <p>Gross, P. (1997). Engaging the Disengaged: How is it Different When Using Distance Education? Walking the Tightrope: Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12 – 15, 1997). Retrieved January 24, 2005 from SearchEric database.</p>	<p>Addresses one technical college system's efforts to place increased emphasis on school-to-work transitions and innovative forms of DE.</p> <ul style="list-style-type: none"> • TV & Interactive DE classes offered • Demographics of learners • Faculty of the future will see their roles change from creators of instruction to managers of resources.
<p>Distance Education: When Distance is an Issue. Technology Update</p> <p>Epstein, M. (1999). Distance Education: When Distance is an Issue. Technology Update. Ohio Literacy Resource Center. Retrieved January 24, 2005 from SearchEric database.</p>	<p>Defines situations & technologies available for learning at a distance.</p> <ul style="list-style-type: none"> • Various communication modalities • Why distance learners participate • Important considerations
<p>Get a Headstart of College with Jump Start: Visions2: Learning for Life Initiative</p> <p>Walsh, C> & Ferguson, S. (1998). Get a Headstart of College with Jump Start: Visions2: Learning for Life Initiative. Retrieved January 24, 2005 from SearchEric database.</p>	<p>Materials developed for 16 hour class designed to prepare shift workers (long out of school) for college courses offered via distance ed in their workplace.</p> <ul style="list-style-type: none"> • Course outline- offered via videoconference • Includes all course materials.
<p>An Annotated Bibliography of Reviews, 1980-1993</p> <p>Foshay, F. (1994). An Annotated Bibliography of Reviews, 1980- 1993. Retrieved January 30, 2005 from http://www.plato.com/downloads/papers/paper_01.pdf</p>	<p>Outlines effectiveness of CBT- Computer-based Education and Training. When reviews quantify difference between CBT and conventional classrooms, CBT typically results in the following:</p> <ul style="list-style-type: none"> • 30% greater learning in up to 40% less time than conventional <p>For adult populations, the following was found via meta-analysis by Kulik, Kulik and Shwalb (metaanalysis):</p> <ul style="list-style-type: none"> • Performance on exams of CBT learners is 26 – 37% higher (avg) • CBT learners need 6 - 37% less instructional time, with an average of 26% less time • Long-term retention of information is average of 15% higher for CBT • Attitude toward CBT ranges from “no preference” to 33% preference for CBT. <p>Using qualitative methods by Hasselbring's, report that:</p> <ul style="list-style-type: none"> • Students receiving CBT demonstrate equal or better achievement in less time. • Hybrid- combination of CBT with instructor is most effective. <p>Cited Anzalone, S. (1986). Students who used PLATO (ages 18 – 24) performed 50%+ better than students receiving traditional teaching in basic math.</p> <p>Cited Dixson (1990). Students in TX Fundamentals of Math course, a remedial for all entering students at CC who did not pass math proficiency test. PLATO Learning group</p>

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<p>The Effectiveness of Microcomputers in Education: A Review of the Research from 1980 - 1987</p> <p>Roblyer, M. (1988). The Effectiveness of Microcomputers in Education: A Review of the Research from 1980-1987. <i>T H E Journal (Technological Horizons In Education)</i>, 16(2), 85+. Retrieved February 26, 2005, from Questia database, http://www.questia.com.</p>	<p>showed 10% larger learning gain with ½ of instructional time.</p> <ul style="list-style-type: none"> • CBT = highest effects of CBT with adult learners, not with elementary as previously thought. • Equal effects for males and females, lower & higher achievers, though lower ability students did better than higher-achieving ones (slightly) • Little evidence to support belief that good attitudes toward computers result in better attitudes toward school work & higher achievement.
Section #2: References For UNDERPREPARED COLLEGE STUDENTS	
<p>Underprepared Community College Students: Implications of Attitudinal and Experiential Differences.</p> <p>Grimes, S. K., & David, K. C. (1999). Underprepared Community College Students: Implications of Attitudinal and Experiential Differences. <i>Community College Review</i>, 27(2), 73. Retrieved January 7, 2005 from Questia database, http://www.questia.com.</p>	<p>Shares concept that inception of community colleges change "profile" of American college student.</p> <ul style="list-style-type: none"> • "The community college movement introduced universal access and, therefore, changed the profile of the American college student" (p. 73). • Open access seriously expanded the diversity of the college campus to one that is more representative of American society.
<p>Advising At-Risk Students in College and University Settings.</p> <p>Heisserer, D. L., & Parette, P. (2002). Advising At-Risk Students in College and University Settings. <i>College Student Journal</i>, 36(1), 69+. Retrieved January 7, 2005, from Questia database, http://www.questia.com.</p>	<p>Addresses attrition rates of students in higher education today.</p> <ul style="list-style-type: none"> • More students leave our institutions of higher learning than those that stay through completion • Negative impact on both students and the institutions they leave - loss of income & cost of recruiting new students • Institutions of higher education have begun to serve students who are ethnic minorities, are academically disadvantaged, have disabilities, or who are of low socioeconomic status. <u>These students have increased needs.</u>
<p>Effects of Study Skills Programs on the Academic Behaviors of College Students.</p> <p>Bender, D. S. (2001). Effects of Study Skills Programs on the Academic Behaviors of College Students. <i>Journal of College Reading and Learning</i>, 31(2), 209. Retrieved January 22, 2005, from Questia database, http://www.questia.com.</p>	<p>Even with motivation, students may not have acquired the skills/values/habits to meet their goals.</p> <ul style="list-style-type: none"> • "At-risk students may have the ability to succeed, but they may lack the motivation to achieve or have not acquired the skills that result in greater academic success. Even students who express a desire to succeed in college may not have the necessary skills, values, or habits to meet their goals." (p. 209).
<p>Tutoring Programs for Academically Underprepared College Students: A Review of the Literature.</p> <p>Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1999). Tutoring Programs for Academically Underprepared</p>	<p>Addresses tutoring for underprepared college students.</p> <ul style="list-style-type: none"> • Some see tutoring as supportive of student learning. Other see tutoring as inefficient, even harmful. Others say it works under certain conditions, but not others. • More students with skill & strategy deficits are coming to college.

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<p>College Students: A Review of the Literature. <i>Journal of College Reading and Learning</i>, 29(2), 101. Retrieved January 26, 2005, from Questia database, http://www.questia.com.</p>	<ul style="list-style-type: none"> • Enormous gap between academic & social skills they possess & demands of college environment • “While the door to college is open for increasing numbers of underprepared students, many of these students leave college without the benefits associated with a degree and the skills necessary for future success” (¶13) • Defines Tutoring models- especially distinction between “instructional tutoring” and “assignment-assistance tutoring • PSI Tutorial Model- • Lynn’s Thought- If Instructional Tutoring were able to be delivered at a distance, this should DEFINITELY be included in our program.
<p>Do Reading Skills Courses Help Underprepared Readers Achieve Academic Success in College?.</p> <p>Cox, S. R., Friesner, D. L., & Khayum, M. (2003). Do Reading Skills Courses Help Underprepared Readers Achieve Academic Success in College?. <i>Journal of College Reading and Learning</i>, 33(2), 170+. Retrieved January 26, 2005, from Questia database, http://www.questia.com.</p>	<p>Addresses importance & effectiveness of developmental reading curriculum to long term success of underprepared college students.</p> <ul style="list-style-type: none"> • # of students who entered college underprepared to read at college level increased dramatically between 1970 – 2000. • 75.1% of colleges offer developmental programs • Presents possible determinants of underprepared readers’ success in college • “Students who enter college underprepared to read at the college level and who take and pass a reading skills course experience a significantly greater success in college over the long term compared to similarly underprepared students who either do not take, or do not pass, such a course.” (¶ 36)
<p>The Changing Roles of Developmental Educators.</p> <p>Gardner, J. N. (2000). The Changing Roles of Developmental Educators. <i>Journal of College Reading and Learning</i>, 31(1), 5. Retrieved January 26, 2005, from Questia database, http://www.questia.com.</p>	<p>Gardner’s keynote to College Reading Learning Association Annual Meeting.</p> <ul style="list-style-type: none"> • Brief history of developmental education • List of “respects” • List of trends regarding education & developmental ed’s roles within • List of concerns & recommendations • “... opportunity to... outsource yourself in a literal sense by taking developmental education through distance education to wherever your students may want to learn” (p. 10) • International audience- “mind boggling potential distance ed market of 100 million more students for American higher ed, of whom only 10 million of these might be in the United States proper” • Senior Year Experience
Section #3: References For TRANSFORMATIVE LEADERSHIP	
<p>Can Leadership Be Studied?</p> <p>Heilbrunn, J. (1994). Can Leadership Be Studied? <i>The Wilson Quarterly</i>, 18, 65+. Retrieved February 26, 2005, from Questia database, http://www.questia.com.</p>	<p>Leadership studies can be categorized in three (3) categories:</p> <ol style="list-style-type: none"> 1. Leadership Traits- leaders have certain inherent traits, such as originality, judgment, liveliness, and the desire to succeed were most likely correlated with leadership. But, the characteristics of the leader must “bear some relevant relationship to the characteristics, activities, and goals of the followers” Stogdill, 1948. 2. Leadership Behaviors- two types of behavior marked successful leaders: <ul style="list-style-type: none"> • Orientation toward accomplishment of tasks • Orientation toward good relations with employees

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<p>The New Face of Leadership: Implications for Higher Education</p> <p>Brungardt, C. (1998). <i>The New Face of Leadership: Implications for Higher Education</i>. Retrieved February 26, 2005, http://www.nwlink.com/~donclark/leader/lead_edu.html</p>	<p>3. Transactional/Transformational Approaches- Focus moves to the interaction of leaders and followers. Transformational leadership emerges as leadership that “alters the expectations of followers.</p> <p>Post-industrial leadership is characterized by collaboration, power-sharing facilitation, and empowerment.</p> <p>Leadership definition has changed from focus on leader’s ability, behavior, styles or charisma to focusing on the <u>interaction</u> among those involved in the process, i.e. essence of leadership is not the leader but the relationship.</p> <p>Contemporary Leadership reflects four (4) basic components, all of which must be present for true leadership:</p> <ol style="list-style-type: none"> 1. Relationship is based on influence, but influence is multi-directional (not only top-down). Influence is not coercive, i.e. not based on authority, but <i>persuasion</i>. 2. Leadership is a relationship- all participants are not necessarily <u>equal</u>, but all active players exert <u>influence</u>. Usually more than 1 leader & more than 1 follower. 3. Involved parties intend and purposefully seek substantial changes. 4. Changes sought by all involved must reflect <u>collective</u> interest, i.e. not just the wishes of the leader. <p>“Leadership is not what leaders do, it’s what leaders and followers do together.”</p>
<p>Leadership Education in Colleges: Toward a 21st Century Paradigm.</p> <p>Rost, J. C., & Barker, R. A. (2000). Leadership Education in Colleges: Toward a 21ST Century Paradigm. <i>Journal of Leadership Studies</i>, 7(1), 3. Retrieved February 24, 2005, from Questia database, http://www.questia.com.</p>	<p>Postindustrial leadership will be based upon the assumption that leadership is the result of the intentions and actions of numerous individuals--the sum of individual wills--rather than the result of one individual's will and action. Rather than industrial values, postindustrial leadership will stress collaboration, wholeness, consensus, client-orientation, civic virtues, and freedom of expression.</p>
<p>Critical Requisites for Transformational Leadership: Needed Research and Discourse.</p> <p>Lincoln, Y. (1991). Critical Requisites for Transformational Leadership: Needed Research and Discourse. <i>PJE. Peabody Journal of Education</i> , 66(3), 176-185.</p>	<p>“The role of the transformational leader in a postmodern world may be to recognize the invisible and the voiceless, and to grant them the space to speak and the discovery of their own means to snare and share power” (Lincoln, 1991, p. 177). A sense of empowerment and collaboration, with personal and relational responsibility.</p>
<p>Reconstructing Static Images of Leadership: An Application of Positionality Theory.</p>	<p>Extended and expanded earlier research that examined one group or aspect of a person’s identity (ex. gender) and its impact on leadership and leadership beliefs. The author</p>

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<p>Kezar, A. (2002). Reconstructing Static Images of Leadership: An Application of Positionality Theory. <i>Journal of Leadership Studies</i>, 8(3), 94+. Retrieved October 12, 2004, from Questia database, http://www.questia.com.</p>	<p>conducted a qualitative study diverse community college that supports the hypothesis that a much larger set of complex, fluid and dynamic characteristics impact one's beliefs about leadership. Particularly influencing leadership and leadership belief are one's position by field (liberal arts faculty or career/technical faculty), positioning by role (faculty or administrator), gender, and the combination of gender and race/ethnicity, with race, ethnicity and gender affecting whether individuals are more aligned with "traditional" hierarchical leadership models or more servant leadership models that are non-positional or non-authoritarian. This study serves to appropriately caution against any stringent categorization of individuals when related to leadership and/or leadership beliefs.</p>
<p>What is transformational leadership?</p> <p>Thomas, G. (2003). <i>What is "Transformational Leadership"?</i> Retrieved February 26, 2005 from http://www.leadingtoday.org/Onmag/feb03/transform22003.html</p>	<p>Transformational leadership was grounded in an individual's desire and ability to "raise the consciousness of others by appealing to powerful moral values and ideals".</p> <p>Quoted contemporary leadership author Stephen Covey: The goal of transformational leadership is to "transform" people and organizations in a literal sense- to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building.</p>