Volume #4, Issue #7

Date: December 1991

Editor:
Jason Ohler, Director
Educational Technology Program
University of Alaska Southeast

ONLINE JOURNAL OF DISTANCE EDUCATION AND COMMUNICATION

In the industrial age, we go to school. In the information age, school can come to us. This is the message implicit in the media and movement of distance education.

Volume #4, Issue #7

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T A B L E O F C O N T E N T S

ITEM 1.

DISTANCE EDitorial- Time for a Change

Permit me what may appear to be a self-serving editorial move- putting the DISTANCE EDitorial at the beginning. But as it concerns the new name for this publication, and as it is quite short, it seemed appropriate and permissible.

The Online Journal is approaching its 4th anniversary. It has close to 1000 regular subscribers and an estimated 1500 more who indirectly subscribe via bulletin boards and other electronic grapevines.

Despite the Journal's success, it is time for a change, a name change, from the Online Journal of Distance Education and Communication to the Online Chronicle of Distance Education and Communication. So, what's in a word?

The differences between a journal, a chronicle, a gazette, a digest, a tabloid, etc. are not well defined. However, cultural definitions seems to be very much in use. The term "journal" implies a publication which is peer reviewed and otherwise scrutinized for accuracy and quality. A recent article in the Journal of Higher Education which reviewed online journals seemed to support this notion. This was my original vision for the Online Journal. I felt that after one successful year I could attract the editorial board needed to support a journal. But an interesting thing happened. The nature of the online medium got in the way.

As a fledgling online publisher I learned everything the hard way. However, education came quickly. It became obvious early on that full length articles did not work in a medium that was so uncompromisingly sequential. Readers either had to download and produce the Journal on their end, or sit by as page after page of information scrolled by that might not be relevant to them.

It seemed that a far better approach was to have contributors submit summaries of articles and have readers then email directly to authors for complete transcripts as desired- a nice blend of broadcast and narrowcast. Not only did this spare readers many minutes of unwanted scroll time, but the networks were also spared many kilobytes of unwanted traffic. In light of the fact that the summary approach meant that the Journal rarely carried full length articles any more, the issue of peer reviewing became irrelevant.

The summary approach also produced some interesting by-products. It encouraged others to contribute ideas and reports that would usually not qualify for Journal publication but which obviously had great value to the readership. In addition, approaching the Journal as a chronicle gave me certain liberties, such as experimenting with involving students in the Chronicle's production. This introduces some down time as students come up the online publishing learning curve, but there is no question that working with the Journal has been a great teaching tool for my education technology students.

So, why Online Chronicle? Why not Online Review? or Gazette? or Tabloid? No particular reason except that it seemed to fit best. The Online Gazette seemed a bit too folksy, the Online Review seemed a bit too stodgy and while the Online Tabloid certainly opens up interesting possibilities, it seemed a bit inappropriate. Perhaps you have another name to suggest? If so, let me know.

Jason

ITEM 2.

(This is an excerpt from a longer article. For more information, please contact the author.)

From: arogers@fred.org

Keys to Successful Telecomputing
Al Rogers, Yvonne Andres, Mary Jacks
The FrEdMail Foundation
Published in The Computing Teacher, May, 1990, Page 25ff

For some teachers, telecommunications expands the horizons of their classroom, opening the doors to real audiences and exciting interactive activities from locations around the country and the world. These teachers know its capacity to motivate students and involve them in productive learning experiences.

KEYS TO SUCCESSFUL TELECOMPUTING PROJECTS

1. Design a project with specific goals, specific tasks, and specific outcomes. The more specific, the better; the more closely aligned with traditional instructional objectives, the better.

2. Set specific beginning and ending dates for your project, and set precise deadlines for participant responses. Then, make a time line and provide lots of lead time to announce your project. Teachers feel more comfortable participating in projects that have a definite goal and an ending date. Experience shows that peak use on an educational network is geared to traditional cycles of the school calendar. October through December, February through May, and July (with summer school) are very busy times on the network. However, most of the successful networking activities were planned and announcements posted six to eight weeks before the actual projects began. You'll also find that sometimes, you'll need to advertise for participants several times, and thus the more lead time the better.

3. If possible try your project out with a close colleague first, on a small scale. This can help you overcome both technical problems as well as problems with the basic project design. You will find that having a sympathetic colleague available to discuss and solve problems will be a big help. You'll also find that in some of your early networking experiences, you may have to mail the disks containing student writing rather than using this much vaunted new technology.

4. Request collaborators by posting messages on electronic bulletin boards, and by sending out flyers if possible. Once you have designed your project, create a formal "call for collaboration" to post on the network of your choice. An example call for collaboration is included in this article. By preparing this call off line with your word processor and then uploading it, you'll be able to conveniently repeat the announcement as often as needed until you get the collaborators you need. If you happen to have the addresses of people you would like to collaborate with, send them a hard copy of your request, as they may not be actively using the service during the time your calls went out.

5. Give specific information about your project:
   - Goals and objectives of the project
   - Your location
   - grade levels desired
   - contact person
   - Time line and deadlines
   - how many responses you would like
   - what you will do with the responses

6. Provide examples of the kinds of writing or data collection which students will submit. This is important to the success of the project.

7. Find responsible students and train them to be part of your project. You're probably already doing this if you are using technology in the classroom. This will be a big time saver.

8. At the conclusion of the project, follow through on sharing the results of the project with all participants. If you publish any student writing, send a hard copy to all who participated. Have your students collaborate on writing up a summary of the project, describing it, what they did, what they learned, and what changes they would make in the project. Post that message on the network for all to

see (not just the project participants). Finally, have your students send a thank you message to all participants. You might also want to send a hard-copy of your summary and thank you to the principal of each school which participated. This can be an effective way to reinforce one another in our ongoing efforts to educate others and validate use of this technology.

ITEM 3.

(Please note: This is an excerpt. For more information, please contact the author.)

GROWING USE OF VOICE MAIL IN DISTANCE EDUCATION: GROWING PAINS, USES, AND ABUSES
by xgmh@ECNUXA.BITNET

Suzanne Prescott, PhD
Donald Fricker
Professor Professor College of Education College of Business
GOVERNORS STATE UNIVERSITY
UNIVERSITY PARK, IL 60466

Voice mail is appearing more frequently in distance education has gained strength unexpectedly from increasing budgetary limitations and staff shortages. In the face of increasing cutbacks, many offices are turning to voice mail for more efficient and reliable outbound and inbound message handling. Without guidelines for usage, applications have struggled with quality, reliability, and consumer satisfaction issues.

One student, who appeared with the authors on the nationally televised show "Good Morning America," expressed it this way,

> " The idea of being able to take a test at home is just simply beautiful for me... I can just get up in the morning, relax, and take my test."

Now after nearly two years of use in a limited sample of distance education courses, it is possible to more accurately assess the value of voice mail. In the summer of 1991 a survey was conducted of students at Governors State University who were enrolled in three telecourses, including one that was also offered as part of the Jones Intercable Mind Extension University.

54 students rated learning materials in their courses. The voice mail component was rated second in usefulness after their textbook, but before other components like the course study guides and video tapes. Students were asked to describe what they liked best about the voice mail component and what they did not like.

The feature most often mentioned by students as desirable was convenience. Students rated very favorably the availability of course information on a consistent 24 hour a day basis. Students mentioned the convenience of being able to call in for test and assignment grades, to practice for tests by phone, get timely course news and important test tips.

All of the positive features mentioned by students have been retained and enhanced in the current version, now called the "Voice Mail Digital Professor." The new version includes a greatly expanded and more

pleasant student interface. The new version permits better record keeping, and true testing by phone complete with voice prints. Interactive student voice mail messaging among students is encouraged to help students work together with other students enrolled in their course.

Readers are encouraged to call as guests on the "Voice Mail Digital Professor." The system may be reached by calling (708) 534-1664.

ITEM 4.

(This is an excerpt from a longer article. For more information, please contact the author.)

Indigenous Networking/Infowarriors
by Frank Odasz csn.org!bigsky!franko@unix.cis.pitt.edu

Indigenous Peoples Online Networking Examples:

Big Sky Telegraph has Native Americans from three Montana reservations online.

The Crow are producing online computer artwork (NAPLPS protocol.)

The Crow, Northern Cheyenne and Assiniboine economic planning groups are looking into creating their own BBSes for international trade.

Randy Ross, a Lakota working at the Indian Health Service in Rapid City, SD, is on Big Sky Telegraph and runs his own BBS. His voice number is 605-348- 1900 ex.270.

Anne Floden, of Rural America Initiatives (a NA grantwriting organization in Rapid City), also runs her own BBS in conjunction with the Native American Telecomputing organization they have recently put together. Voice # is 605-348- 9924.

Five Crow schools are online planning to use the motivational aspects of Big Sky Telegraph for ESL programs, exchanging writings between students at different schools. (Message David Spencer on Big Sky Telegraph.)

Frank Odasz
Western MT College, Dillon
MT,59725 Voice:406-6837338
Fidonet: 1:346/3 Fax 406-6837493
Big Sky Telegraph-406-683-7680

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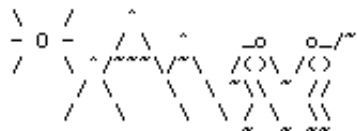
DULL KNIFE MEMORIAL TRIBAL COLLEGE NETWORKING PROPOSAL

This proposal is for Dull Knife Memorial Community College on the Northern Cheyenne

Reservation to build on their established telecommunications leadership to create a functional, flexible, model for tribal networking to verify success is achievable with a local model of Big Sky Telegraph's proven capabilities and to provide a source of skilled trainers for similar future projects on the other reservations. Proposed budget is $50,000 for a one year project.

OBJECTIVES:

1. TO PROVIDE TELECOMMUNICATIONS TRAINING to Native American students at the Tribal Colleges so they can continue - during and after their college years - their education, from vocational to higher education - using distance learning methods.

2. TO PERMIT ONLINE COURSE DELIVERY to students at the tribal colleges, courses which the colleges cannot provide. This new method might, if well conceived, help prepare two-year tribal college students for attendance at four-year institutions, not only substantively by subject, but by the nature of computer communications through the development of friends and acquaintances at such institutions. There are 22 universities offering online courses nationally.

3. TO PERMIT TEACHER EDUCATION at the tribal colleges and schools through inservice courses they desire for their general educational advancement, by distance learning techniques.

4. TO ENHANCE LEARNING OPPORTUNITIES FOR TRIBAL MEMBERS LIVING OFF THE RESERVATION through courses from the tribal colleges taught by modem communications. And, to permit those students to keep better in touch with, even participate in, tribal affairs by dial-up access to reservation and tribal bulletin-boards, from wherever they are.

5. TO ENHANCE ACCESS TO RESOURCES on 8,000 national online systems and 15,000 global online systems through Usenet, Bitnet, the Internet and Big Sky Telegraph's direct international connections.

6. TO DELIVER CULTURAL COURSES from the tribal colleges (such as tribal history, language, customs, art, writings, laws, traditions) for students in other academic institutions both within and OUTSIDE OF Montana.

7. TO MARKET NATIONALLY AND INTERNATIONALLY Native American art and crafts and development of potential cultural tourism offerings.

8. TO ARCHIVE TRANSCRIBED ORAL HISTORIES of tribal elders on the tribally controlled community bulletin board systems, possibly both in the tribal language, and in English for use primarily for cultural education within the tribe.

9. TO UTILIZE THE PROVEN ADVANTAGES of electronic information systems by strengthening tribal economic alternatives for the information age, access to educational resources and local control for storing and sharing tribal cultural information.

ITEM 5.

(This is an excerpt from a longer article. For more information, please contact the author.)

GEOGAME: Geography Game
From: geogame@fred.org

This excellent project was developed by Tom Clauset, Winston-Salem, North Carolina. It was described in an article, "Keys to Successful Networking" in the May, 1990 issue of the Computing Teacher Magazine.

Date: This project will be conducted three different times:

> October 15, 1991
> January 15, 1992
> April 8, 1992

Purpose:

> Learn geography terms, learn how to read and interpret maps, increase awareness of geographical and cultural diversity

Subjects:

> Geography, social studies, writing

Grade level:

> Middle-Upper Elementary; open to all grade levels

Summary:

> Each participating class completes a questionnaire about their own location, including information about latitude, typical weather, land formations, nearest river, time zone, points of interest, for whom/what famous, direction from capital, and population.

Comments:

> "In all the years, I've taught, this is the best map activity I've seen. The kids loved it." (3rd grade teacher)

PROJECT COORDINATOR:
Al Rogers
FrEdMail Foundation
PO Box 243, Bonita, CA 91908
619-475-4852
FrEdMail Address: ....SDCOE!BONITA!AROGERS
Internet Address: arogers@fred.org

GEOGAME REGISTRATION

To register please complete and return the following information to one of the following addresses:

!SDCOE!BONITA!$GEOGAME ----(FrEdMail)
geogame@fred.org ---- (internet)

Register for Which Project:

> October 15, 1991
> January 15, 1992
> April 8, 1992

Your full name
Your school
Your district
Your complete school or home address
Your voice phone number at school
Your voice phone number at home

Please include your grade level and teaching assignment.

ITEM 6.

ANNOUNCEMENTS

A. PMC PRIZE by Eyal

PMC ELECTRONIC TEXT AWARD

$500

Postmodern Culture is happy to announce the first annual PMC Electronic Text Award. Each year the editorial board of _Postmodern Culture_ will choose an outstanding critical land/or creative work published in the journal. The author of this work will receive $500.

Postmodern Culture offers this prize to encourage new work in the field of postmodernism and to promote the use of electronic media in scholarly and literary publishing. Essays and creative work may be submitted to the journal in print, on disk, or by electronic mail. Submissions sent by postal mail should be addressed to:

> The Editors
> _Postmodern Culture_
> Box 8105
> NCSU
> Raleigh, NC 27695-8105

Submissions by electronic mail should be addressed to:

PMC@NCSUVM --- (Bitnet)
PMC@NCSUVM.CC.NCSU.EDU --- (Internet)

If you know writers who are doing interesting critical or creative work in the area of postmodernism but who do not subscribe to _Postmodern Culture_ and/or do not use electronic mail, please encourage them to send work for consideration in whatever format is most convenient.

B. (Please note: This is an excerpt. For more information, please contact the author. The event described has passed but we have included the notice in case readers want to ask about it.)

From: utsumi@cunixf.cc.columbia.edu

GLOSAS/USA
Inaugural Conference of the Association of Global Electronic Networking Educators (AGENE)
Osaka, Japan, December 1, 1991

Dear Electronic Colleagues:

> Attached below is the announcement on the first workshop which will be held at the occasion of the inaugural conference of the Association of Global Electronic Networking Educators (AGENE), in Osaka, Japan, on December 1, 1991.
>
> The members of this association are mainly high school teachers in Japan who are actively promoting global understanding of their students, as having them communicate with overseas counterparts in various countries with the use of electronic mail and computer conferencing.
>
> AGENE WORKSHOP
>
> FAX before the conference: --- +81-6-949-5277
>
> or
>
> FAX during the conference on December 1: ---+81-6-947-4958
>
> or, to its promoter Mr. Yoichi Tsuji at
>
>> FAX: +81-722-92-2134 (O)
>> CompuServe: 76004,2516
>> Internet: 76004.2516@CompuServe.COM

The Announcement on The First Workshop
of
The Association of Global Electronic Networking Educators (AGENE)
We are pleased to announce the epoch-making workshop on educational telecommunication, the very first of its kind on the global electronic distance education in Japan.

The Association of Global Electronic Networking Educators (AGENE) was initiated by 31 key educators and persons in the related fields. The association will be officially inaugurated on December 1, 1991, when one-

day workshop will be held with attendee from all over Japan.

The Association aims to promote global electronic education in Japan with the use of advanced telecommunications media.

Registration Fee:

> 5,000 yen registered before November 15.
> 8,000 yen registered after November 15.
> 5,000 yen with 10,000 yen annual membership fee, even after November 15.
> Press RETURN to continue...
> Note: We accept 300 registrations.

Contact:

Yoichi Tsuji
C-801, 189-1
IMAKUMA 7CHO
OSAKASAYAMA CITY
JAPAN 589
PHONE: +81-722-93-1221 (O)
FAX: +81-722-92-2134 (O)
PHONE: +81-723-66-6095 (H)
CompuServe: 76004,2516
Internet: 76004.2516@CompuServe.COM
PC-VAN: GHF62380
NIFTY-Serve: PFH01075
APICNET: tsuji
Galaxy Net: 2758

Takeshi Utsumi, Ph.D.
President, Global University in the U.S.A. (GU/USA)
A Divisional Activity of GLOSAS/USA
(Global Systems Analysis and Simulation Association in the U.S.A.)
43-23 Colden Street, Flushing, NY 11355-3998, U.S.A.
Phone: 718-939-0928; EIES: 492 or TAK
WU EASYLINK: 62756570, WU TELEX 386131 (GIS USA)
SprintMail: TUTSUMI/GU.USA/ASSOCIATES.TNET
INTERNET: utsumi@cunixf.cc.columbia.edu

C. Call For Papers

i.

CALL FOR PAPERS AND EXHIBITS- NINTH NATIONAL SYMPOSIUM ON COMPUTERS IN MEDICAL EDUCATION
From: FULLRICH@UNMCVM

Saturday and Sunday
April 4 and 5, 1992
Omaha, Nebraska

Sponsored by
The University of Nebraska Medical Center
in conjunction with
The SGIM/SMDM Computer Users Group
of the Society for Medical Decision Making
and the Society for General Internal Medicine

The University of Nebraska Medical Center will host the Ninth National Symposium on Computers in Medical Education on Saturday and Sunday, April 4 and 5, 1992 in Omaha, Nebraska.

The program will be held at the Red Lion Inn, Omaha. It provides a forum for presenting new and important developments in computer applications in medical education. We welcome papers and computer demonstrations in all categories of health care education, including:

1. Computers in health science teaching; basic science and clinical education.
2. Interactive videodisc, graphics and CD-ROM applications in medical education.
3. Computers in patient care, diagnostic teaching and medical ethics.
4. Computers in the administration of health science education.
5. Teaching medical computing.
6. Computers in clinical simulation and problem solving.

FORMAT FOR ABSTRACTS

Type on 8 1/2 x 11 inch white paper, single spaced, with 2-inch left margin and 1 inch for other margins. Capitalize entire title. Do not exceed one page.

Abstracts must be received by Monday, January 6, 1992. Fax will be accepted if mailed original is received within one week. Send to:

Robert S. Wigton, M.D.
Department of Internal Medicine
University of Nebraska Medical Center
600 S. 42nd Street
Omaha, NE 68198-4285
(402) 559-5610
BITNET: Wigton@UNMCVM
FAX: (402) 559-5498

EXHIBITS

We also welcome both commercial and academic exhibits. Participants will have the opportunity to try out software and discuss programs with both commercial and academic exhibitors. For exhibit information and application forms, contact:

James E. Van Arsdall, Ed.D.
Center for Continuing Education
600 S. 42nd Street
Omaha, NE 68198-5651
(402) 559-4152
BITNET: JVANARSD@UNMCVM
FAX: (402) 559-5915

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ii.

This is an excerpt. For more information please contact: R0MILL01@ULKYVX.BITNET
Robert Royar (C&CD Moderator)

CALL FOR PAPERS
**LITERATURE, COMPUTERS AND WRITING: FORGING CONNECTIONS IN THE
HIGH SCHOOL AND COLLEGE ENGLISH CLASSROOMS**

April 3, 1992

The fifth annual Computers and English Conference for high school and college teachers of writing. Sponsored by the Program in English New York Institute of Technology

The conference has two primary themes:

- how computers and specifically computer networks can be used to ally high school and college teachers of English, and
- how computers are changing the way literature is created, taught, understood and written about.

You are invited to propose presentations and panel discussions that stimulate thinking about the many ways literature, computers and writing can be related in and between high school and college English classrooms.

Please forward a brief abstract of either a demonstration of exercises (no longer than five minutes) or an argument (ten to fifteen minutes long).

Along with your name, school affiliation, address, and daytime phone number, be sure to specify any equipment your presentation requires (number and kind of computers, type of software, etc.)

Possible Topics

- Computer access in a muliticultural environment
- Computers and the changing definitions of literacy
- Growing interest in desktop publishing for students and faculty
- Teleconferencing and distance learning
- Classroom uses of on-line databases and searches
- Classroom uses of hypertext and hypermedia

- Computer discussion groups for students and/or teachers
- Varied features of personal contact in an electronic environment
- Computers and the learning-disabled student
- Continuing teacher education and telecommunications
- Demonstrations of software programs you have designed
- Effects of computers on testing and assessing individually or collaboratively composed writing

The submission deadline is January 15, 1992.
Notification of acceptance is February 7, 1992.
Send proposals and requests for information to

Department of English
New York Institute of Technology
Old Westbury, New York 11568
Att: Ann McLaughlin (516) 686-7557.

Conference Fee: $50.00 (prior to conference date)
$35.00 for matriculated graduate students.
Fee includes coffee and buffet luncheon.

Hotel accomodations available near campus at East Norwich Inn (East Norwich, NY).

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iii.

(Please note: This is an excerpt. For more information, please contact the author.)

CALL FOR PAPERS
SPECIAL ISSUE ON RESEARCH METHODOLOGY

TECHNOLOGY STUDIES announces a Special Issue on Research Methodology, to be published in Volume 2 (1993). TECHNOLOGY STUDIES is a multidisciplinary, international journal published by Walter de Gruyter, Inc. (Berlin and New York). Volume 1 will appear in 1992. The Editor for the Special Issue on Research Methodology will be Robert P. Gephart, Jr., an Associate Editor of TECHNOLOGY STUDIES.

The Special Issue on Research Methodology will provide a forum for the discussion of research methodologies useful in the study of technology. Technology is conceived broadly to include: artifacts and hardware; technology-practices including human behaviour related to technology; technical phenomena; and techniques or skills involving a significant technical component (K. Willoughby, Technology Choice, Westview Press, 1990: p. 44). Research methodology includes: the principles underlying the production of knowledge in various branches of scholarly inquiry; the actual activities and practices involved in scholarly inquiry; and the procedures and tools ("methods") used in the production and assessment of knowledge.

Papers should address research methodologies likely to contribute to understanding technology, technology management, and technology in society. These methodologies include, but are not

limited to: ethnography; varieties of qualitative methods; experimental designs; causal analysis; textual analysis; LISREL; differential equations; writing narratives; and event-history analysis. Innovative and new methodologies and approaches are welcome as are papers which address econometric methods useful in the study of appropriate technology.

Please submit 5 (five) copies of your paper, by FEBRUARY 15, 1992 to:

Robert P. Gephart, Jr.
Associate Editor, TECHNOLOGY STUDIES
Faculty of Business
University of Alberta
Edmonton, Alberta, CANADA T6G 2R6

Tel: (403)-492-5715

Bitnet: userrgep@mts.ucs.ualberta.ca

FAX: (403) 492-3325

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iv.

"Research & Education Networking"

From: Erik Jul

CALL FOR PAPERS

"Research & Education Networking" solicits articles for publication. This monthly newsletter features subjects related to the development, use, and impact of computer networking for research and educational purposes. Each issue analyzes recent developments with the proposed National Research and Education Network (NREN); the Internet; electronic networking, publishing, and scholarly communication; and other emerging issues of interest to the academic, library, government, computer, and communications communities.

Suggested topics for articles include, but are not limited to:

- Concepts of global, high-speed networking; the roles of various government, not-for-profit, and commercial organizations
- The roles of libraries and information providers in a networked environment; the "electronic" library; access to electronic information; case histories
- The practical and theoretical problems associated with cataloging or otherwise organizing, describing, and providing access to network resources; emerging standards
- The impact of networking and electronic publication on the conduct of research and the dissemination of knowledge; tools for collaboration; scholarly communities, the "invisible" college
- Educational applications of networking and networked resources; networking K-12; ubiquitous access; costs and subsidies; program descriptions

- Conference announcements and reports, research findings and applications, book reviews, product descriptions, and announcements of new network resources

Interested authors should contact:

Erik Jul, Editor in Chief
c/o OCLC Office of Research
6565 Frantz Road
Dublin OH 43017-0702
Phone: (614) 764-4364
FAX: (614) 764-6096
Internet: ekj@rsch.oclc.org

Please circulate this call for papers among your colleagues, or post to other networks, lists, or bulletin boards. Articles and proposals are welcome at all times.

"Research & Education Networking" is published by Meckler Corporation.

D. FTP-ing a Bibliography

A revised version of the bibliography "Libraries and Information Resources Networks" is now available for anonymous ftp and by e-mail to a listserver. Should you have problems with ftp from Murdoch University, please try the Kent State University site or the University of North Texas site..

I would like to continue updating the bibliography - so contributions and corrections to:

stanton@csuvax1.csu.murdoch.edu.au

1) ftp from Murdoch University

    ftp anonymous csuvax1.csu.murdoch.edu.au
    login: anonymous
    password: guest
    cd pub/library
    get stanton.bib
    close
    quit

2) ftp from Kent State University

    ftp ksuvxa.kent.edu
    name: anonymous
    password: type in your Internet address
    eg. stanton@csuvax1.csu.murdoch.edu.au
    get libinf.biblio
    close
    quit

3) ftp from University of North Texas

```
ftp vaxb.acs.unt.edu
name: anonymous
password: type in your Internet address
cd library
get library.bibliography
close
quit
```

4) e-mail to the University of Ottawa Listserver send an e-mail message to

```
LISTSERV@UOTTAWA (If you are on BITNET)
OR to
LISTSERV@ACADVM1.UOTTAWA.CA (If you are on Internet)
Leave the subject line empty
Then type as the text of the message
GET LIBINF BIBLIO
```

E. Queries, Cooperative Teaching, From Wren Bump

I am trying to find out where David and Roger Johnson are. What university are they at? What is their mail address? Do they have an e- mail address?

I am interested in asking them about cooperative learning in the college classroom. Is anyone using cooperative learning in college classrooms? In college COMPUTER classes?

Any replies or helpful hints would be greatly appreciated.

Thank you,
Wren Bump
wmb1913@tamvenus --- BITNET
wmb1913@venus.tamu.edu --- INTERNET

F. Query, BBS-list
from Bob Houghton

Last May,Elliott Parker provided an excellent reference for a comprehensive directory of bulletin boards: wuarchive.wustl.edu found in
/mirrors/msdos/bbslists and called USBBS85.zip.

Now, what about a comprehensive list for Internet BBS systems?

Or, second choice, a comprehensive list for Macintosh based boards?

If folks send to me directly, I will summarize for the list.

Thanks, Bob Houghton
rh27539@uafsysb.uark.edu
University of Arkansas

G. Help in Searching Internet
reply by Walter Morales to Query 10.8

This may help you... //ListSrch JOB Echo=No
Database Search DD=Rules
//Rules DD *
search ham or amateur and radio in lists
index
search ham or amateur and radio in new-list
print
search ham or amateur and radio in intgroup
print

Send this command to your favorite :-) listserv site. The search terms can be anything and they can have combination of "and" "or"

Walter
morales@Ohsu.edu

H. Announcements and (Re)posting Wells' Request
from PLOCH@utkvx.utk.edu

HUMBUL: the Humanities Bulletin Board

You can retrieve a file which describes the multiple services of this Bulletin Board, and outlines how to access it for either BitNet/Earn or JANET members, by sending a message to the listserv at BROWNVM:,blockquote> tell listserv at brownvm get humbul access
OR, if from a Vax,
type humbul access as subject line, and message is GET
For more information: Stuart at vax.ox.uk OR at uk.ac.ox.vax

TEXT-TO_SPEECH software

TRAN, and documen- tation of shareware software which takes text to speech, is discussed by MTAMPLIN at TrentU.ca, on HUMANIST (at brownvm) as HUMANIST message 5.0392. The discussion features documentation and provides information on how to get the files

USER CATALOGUE

You can obtain the User's Guide to the Catalogue of Projects in Electronic Text (sponsored by the Georgetown University Center for Text and Technology) by sending a request to Jim Wilderotter: WILDER at Guvax.georgetown.edu (HUMANIST posting)

I. From: rosaliew@cs.athabascau.ca (Rosalie Wells)
Subject: Monograph on CMC

This message was posted once during the summer, and to all those who responded, my sincere thanks. To those of you who did not see the first message, I would very much enjoy hearing from you.

Rosalie Wells, Ph.D.

I am a faculty member in the Centre for Distance Education at Athabasca University in Athabasca, Alberta.

I am writing a literature review on the use of computer-mediated communication (CMC) for distance education and training that will be published as a monograph by the American Journal of Distance Education. In an attempt to be more exhaustive in approach than the standard database searches, I am soliciting papers and program descriptions directly from researchers and practitioners.

My goal is to cite the work of as many colleagues as possible. If you are using CMC for educational purposes, please send me:

    a) published or presented papers
    b) reports
    c) descriptions of specific projects or implementations of CMC)

The following topics are of particular interest, although any information pertaining to the use of CMC for distance education is welcomed:

    1. The role and responsibilities of an instructor in a CMC class
    2. Group work in a CMC class, including examples of projects and instructional design considerations
    3. Participation rates in a CMC class
    4. Pedagogical uses of the class transcript of course proceedings
    5. Case studies of courses taught with CMC
    6. Undergraduate or graduate degree programs available at a distance with CMC

I am also interested in collecting:

    (i.) data pertaining to student ownership, usage and access to computers, modems, and software, including communication software
    (ii.) Information regarding institutional policies designed to facilitate student access through rental, or other means
    (iii.) information regarding the type and level of user support that institutions are offering to their students
    (iv.) ways to provide distance students with co
    mputer literacy training

PLEASE feel free to copy this message onto other networks or Listserves.

Thank you.

Rosalie Wells, Ph.D.

ITEM 7.

About the Chronicle, from the editor

WHAT IS THE ONLINE CHRONICLE OF DISTANCE EDUCATION AND COMMUNICATION ?

[What follows is an excerpt from the first issue of the Chronicle.]

This first issue will be primarily concerned with the Chronicle itself. Once we provide an idea of the Chronicle's identity and direction, we hope you will contribute to this rapidly growing field of education and communication.

THE MEDIUM

We want short contributions, 4 screens maximum. Rather than trying to compete with a paper-based magazine which does a much better job of presenting long articles, we want contributions that present overview information. Based upon information gleaned in contributions, readers can directly contact the author for more details.

THE MESSAGE

The issues that the Chronicle is concerned with fall into four basic content areas:

1. Content Area #1- Distance Education

   The Chronicle is interested in distance education as the organized method of reaching geographically disadvantaged learners, whether K-12, post secondary, or general enrichment students. Areas of interest include:

   - delivery technologies,
   - pedagogy,
   - cross cultural issues implicit in wide area education delivery,
   - distance education projects that you are involved with,
   - announcements, workshops, or programs of study,
   - anything else regarding the theory and practice of distance education.

2. Content Area #2- Distance Communications

   The Chronicle recognizes that education encompasses a broad area of experience and that distance education includes distance communications that fall outside the domain of formal learning. The Chronicle welcomes contributions that deal with serving people at a distance who aren't necessarily associated with a learning institution. The Chronicle welcomes information about, for examples:

   - public radio and television efforts to promote cultural awareness,
   - governmental efforts to inform a distant public about social issues,
   - or the many training programs run by private business to upgrade employee skills

3. Content Area #3- Telecommunications in Education

   Once the distance education infrastructure is solidly in place, local learners will want to tap into it, because they simply prefer learning in a decentralized setting or because they want to expand their learning opportunities and resources beyond those immediately available to them. This phenomenon, which we call 'bringing distance education home,' will grow in the coming years and we look forward to hearing from people about telecommunications in education, as a tool or a content area.

4. Content Area #4- Cross Cultural Communication Efforts
   Particularly Between the US and the USSR

   The Chronicle is interested in projects concerned with overcoming cultural barriers through the use of electronic communication. The Chronicle particularly looks forward to contributions concerning:

   - efforts to improve electronic communication between the USSR and the US
   - international electronic conferences
   - cultural domination through the inappropriate use of media
   - the use of telecommunications to promote understanding of the human condition

To subscribe to The Online Chronicle of Distance Education and Communication, send the following command to LISTSERV@UWAVM :

   SUB DISTED your_full_name

All contributions should be sent to JADIST@ALASKA

Any other questions about DISTED can be sent to:

   Jason B. Ohler, Editor
   JFJBO@ALASKA
   Jeanne Passin,
   Managing Editor
   JSJP1@ALASKA
   or
   Paul J. Coffin
   JSPJC@ALASKA

Disclaimer: The above were the opinions of the individual contributors and in no way reflect the views of the University of Alaska.

End of the Online Chronicle of Distance Education & Communication