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# Graduate Students Reactions to an Educational Philosophy Class Presented Over Eastern Illinois University's Distance Learning System

Terry D. Seldomridge

*Eastern Illinois University*

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Graduate Students Reactions to An Educational Philosophy

Class Presented Over Eastern Illinois University's  
(TITLE)

*Distance Learning System*

BY

*Terry Seldomridge*

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

*Specialist in Education*

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1996

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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*November 12, 1996*  
DATE

Graduate Students Reactions to An Educational Philosophy  
Class Presented Over Eastern Illinois University's  
Distance Learning System

by

Terry D.Seldomridge

B. S. Eastern Illinois University 1973

M.A. Eastern Illinois University 1992

ABSTRACT OF THE THESIS

Submitted in partial fulfillment of the requirement for the degree of  
Specialist in Education at the Graduate School of Eastern Illinois University  
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## Abstract

The idea of distance learning is not a new concept, but as new technologies have been developed the instructional design of distance learning has changed drastically. At first instruction was delivered using correspondence classes through the mail, but today the classes are delivered over interactive televised networks made up of multi-site classrooms. To deliver these classes new methods of instructing students have been developed.

The purpose of this study was to assess graduate student reactions to an Educational Philosophy class taught by distance learning methods in Fall 1995 and Spring 1996. Pre- and post-course surveys were used to assess student perceptions about their experience. The surveys focused upon the operation of the specific distance learning delivery system, the quality of student instruction and interaction with the professor, and the student's affective response to the distance learning experience. In addition to the survey data, on-site observations of classes were made by the researcher to assess student reactions. The study included a literature review of distance learning applications among adult students in higher education.

From a total of 39 students in Fall 1995, 28 (72%) responded to both pre- and post-surveys. In Spring 1996, 29 students were enrolled in the course, and 21 (72%) responded to both pre- and post-surveys. From the survey responses, results suggested that students took the distance learning classes at the extension locations rather than traveling to the main campus in Charleston, Illinois, and to meet their program degree

requirements. Students expressed concerns about the technical problems involved with the operation of the distance learning system at all sites (Danville, Paris, and Effingham Illinois). In general, students were comfortable with the quality of the instructor's class presentations, and they liked the graphics used in the lectures. Most students liked the distance learning experience, and would recommend it as an instructional delivery method to other students.

Even with the technical difficulties taken in consideration, students stated that distance learning classes should be offered at additional sites. They believed there was a demonstrated need for distance learning options in the graduate program offerings, but the students were not completely satisfied with the technical operations of the system.

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## CHAPTER 1

### INTRODUCTION

Interactive television can be a way to reach more students at distant or inaccessible locations using fibre optic and satellite technologies. Sites with limited numbers of students may be served where classes would never have been offered in the past due to the cost limitations of having an instructor at each site. This study questions how students view computer generated teaching methods, and whether they can be useful in multiple site classes. This study also investigated the way students learn using distance learning systems, and then applied the findings to non-traditional learning methods.

The purpose of this study was to observe how graduate students view instructional methods as used in a distance learning classroom. Students were observed in a Philosophy of Education class which was transmitted over the Eastern Illinois University distance learning network. The class was received at off-campus sites in Paris, Effingham, and Danville, Illinois. There were 39 students in the Fall 1995 semester class and 28 students in the Spring 1996 semester class. The classes were taught with the aid of a Macintosh Power AV computer over a DS 3 fibre Optic system that used a two way full motion video. A T-1 system, consisting of bundled copper wire to provide compressed video transmission, was used at the Danville site with technical difficulties developing after three weeks of classes (W. Gibbs, personal communication, July 1995).

The instructor used computer generated instructional graphics along with the lecture method to discuss the different philosophies of education and how these philosophies can be applied to everyday occurrences. Students were then observed by the

researcher to detect any recognizable differences in students' classroom reactions at the three sites.

### Literature Review

The review of literature covers research and theory on non-traditional learners. It also describes two research projects that were carried out using distance learning systems at Murray State University (Milkman and Seay, 1994) and Boise State University (Lathen and Pirrong, 1990). The studies focused on the differences in how students in distance learning classes perceived the systems effective operation. These two research studies were used as the basis for the research that was conducted by this researcher.

### Adult Learning and Learners

“Learning is hard to define because of its many uses. Learning can refer to the acquisition and mastery of what is already known about something, the extension and clarification of meaning to a persons life experiences, or the organized process of testing ideas about relevancy to set problems “ (Smith, 1984).

There are five models which help explain what adult learning is all about. The first model states that, “learning goes on throughout life” (p. 35). Learners use socializing processes such as groups, family traditional patterns, work play, and the mass media to facilitate learning processes over the life span.

The second model states that learning is a “personal and natural process” (p 35 ).

Learning takes place within the person and is enhanced by the learner's adoption of a "proactive" (p. 35) stance and their own personal responsibility for learning. The third model states that learning involves "change" (p. 35). Adults may in some cases have to unlearn what they know before they can even begin to start learning about new ideas and processes. Fear, anxiety and resistance may even accompany and inhibit the relearning process. The fourth model states that learning is "bound up with human development" (p. 36). Biological and physical changes in personality, values, roles, and tasks can determine how a person reacts to the learning process. The fifth model states that learning "pertains to experience and experiences" (p. 36). As adults we have undergone a wide variety of experiences to rely on, and these experiences can provide both a positive or negative feeling about the role the adult learner will take in the learning process (Smith, 1984).

#### Adult Learner Characteristics

The andragogical model of learning as advocated by Knowles (1973) is based on assumptions that differ from the pedagogical model of learning typically applied to youth. Knowles said that adults must understand why they need to know something about a subject that is being presented to them. Adult learners will then take a great deal more time in asking what will be gained from the knowledge and what are the negative consequences that can be derived from this knowledge.

Adult learners according to Knowles have a self concept of being responsible for their own decisions about their lives. The adult learner develops a need to be treated by others as having self direction in their lives, and the adult learner will resist situations

where others try to force their will on them. The adult learner needs to become more self directed and learn what others can teach them. The andragogical model of learning proposes that adult learners coming into the learning process have a large amount of experience to act upon. The adult student has lived longer and built their experiences up over a lifetime of success and failures. Knowles stated that from these experiences adult learners will develop their own identity and define it from the life events that they have lived through. Consequently, the teacher who ignores the adult learner's wide range of experiences also rejects adult learners as persons.

Knowles felt that adult learners are more ready to learn things which they feel will help them cope with their real life problems and situations. As a person participates in their own self development, they become more eager to learn and want to use this new learning experience to become a better person (Knowles, 1984)..

Houle (as cited in Knowles, 1973) saw adult learners as belonging to three categories; they are goal-oriented, activity-oriented, and learning-oriented. The goal-oriented sees education as a way to solve problems or pursue particular interests. Activity-oriented adults use learning to satisfy their socialization needs. Learning-oriented adults have a preoccupation for learning, and they see this as a way of having fun (Knowles, 1973)

Tough (as cited in Sherron,1978) said that most adult learning is planned and self-initiated, taking place outside of the traditional system. He also said that almost everyone undertakes at least one or two major learning efforts a year and that adults use a variety of sources to facilitate their learning experience, in order to gain the type of knowledge that

they seek. Tough also found that an adult learner goes through several phases in acquiring the knowledge they need. The first phase starts when the adult student decides to begin the learning process. Tough (as cited in Sherron, 1978) stated that there are 26 possible steps the adult learner might take to begin their studies. Some of these might include setting a goal, seeking information on certain job opportunities, choosing the most appropriate knowledge or skill, and establishing a desired level of cost to pay for the educational need. The second phase deals with choosing a planner such as a learning consultant, instructor, advisor, or resource person to help the learner plan their course of study. Finally the adult learner starts the actual learning process and they do this in a variety of methods such as participating in T-groups, organized classes, correspondence classes, or other non-traditional methods of learning (Sherron, 1978).

Willis ( as cited in Roodin, 1991) stated that education is a lifelong process that helps a person obtain their true potential over the entire human life span. She stated that there are five reasons why people enter an adult education program. The first deals with how a person sees their own aging process. As one grows older they tend to seek direction and meaning to their lives.

The second reason is that education serves as a way to comprehend socio-cultural change. Adults enroll in new programs to study this change and to see how it will affect their lives. The third reason is that education helps a person understand how to deal with these new technological changes and to acquire new skills to deal with the changes effectively.

The fourth reason is the fact that a lot of people are now starting second and third

careers later in life. It is not uncommon for someone in their fifties to start a new career and branch out into a different field of work. The fifth reason is that education serves as a way to learn satisfactory retirement roles. By looking at self-discovery, leisure time, and activity roles, the older adult can thus learn to retire to activities that they truly enjoy (Roodin, 1991).

Kundr (1984) stated that most adults want a program that has merit to it and serves their recognized needs. Most adults will take courses that are relevant to their likes and desires, and they will only take courses that are not relevant to their likes when social or economic factors force them to do so. One of things that adults want in a learning experience is that adult students be responsible for their own development and be allowed to set their own learning pace.

Adults want the subject and educational experience to be useful to them in the immediate or foreseeable future. They want the course and experience to have a purpose, they want to learn to find new experiences, and insights to daily problems they are having. They want the learning experience to help them achieve a goal in life and to help them make something of themselves (Kundr, 1984).

As new technologies develop there will be more opportunities for adult learners to acquire the classes they need to complete their degrees. Due to the fact that people are living longer and participating in college at an older age new methods of instruction will have to be used to accommodate the adult learners needs. Adult learners are taking more classes on a part time basis, and thus the greater need for classes that will be available when they need them.

## Distance Learning

As more and more non-traditional students enter the educational process, the demand for off-campus and non-traditional type classes will increase. Classes for these students who have other responsibilities will have to be developed for the adult student to attend classes and meet their other responsibilities. One way to do this is by offering more distance learning classes at sites that are convenient for the adult learner to attend.

Distance learning is defined by the U. S. Department of Educational Research and Improvement as: “the application of telecommunications and electronic devices which enables students and learners to receive instruction that originates from some distant location” (Azarmsa, 1993. P. 7). According to the definition students have the ability to receive educational instruction directly, and they can interact directly with the instructor and other students at various sites.

Distance education is made up of four elements (Verduim and Clark, 1991). The first is that instructor and students must be at separate sites for a majority of the class sessions. The second is that classes be held in an educational setting with provisions for student evaluations of the class content and instructor’s teaching style. The third is that the material be delivered over some type of electronic media, and the fourth is that the delivery media used allow for two-way interaction between sites (Verdium and Clark, 1991).

The idea of distance or self-directed learning is not a new idea, but its place in relation to the traditional educational system is. The reason for this is that this type of educational system will in the long run help reduce unit costs. After the initial cost which



is high at first has been taken into account, distance learning education costs about half of that of traditional systems on average (Duquet, 1995).

As more and more adult students come into higher education new methods will be required to meet the students' educational needs. Distance learning systems allow students the flexibility to take classes near their homes without having to travel long distances at inconvenient times to attend classes.

A number of distance learning classes have been designed strictly for self-directed learners. Now with the availability of interactive television students can interact with other students and the instructor who will probably be at another site. Finally with the new computer technologies being developed the self-directed learner will be able to progress at their own rate, and they will gain a valuable wealth of knowledge from the class while still interacting with other students at different sites (Duquet, 1995).

The one thing that sets current distance learning systems apart from earlier televised instruction is its availability for real-time interaction. Simpson and Galbo (as cited in Wagner, 1989) saw interaction as being a continual emerging process "with an infinite number of reciprocity in actions and responses in both verbal and nonverbal forms"(p.6). Wagner (1989) suggested that interaction is an attribute of contemporary distance learning systems. Wagner (1994) saw interaction as "reciprocal events that require at least two objects and two actions"(p. 8). An instructional interaction is an event where the learner and learner's environment come together as one. Interaction has two purposes which are to change learners and move them to attainment of some type of educational knowledge (Wagner, 1994).

According to Pugh et al. (As cited in Wetzel, Radtke, Stein, 1994) a wide variety of technical features used in interactive television can potentially affect users, such as the rate of compressed video and whether interactive participation of the students and instructor is possible. Interactive television systems have served multiple sites while one-way transmission allows only the instructor to lecture to the students without them answering back. Simpson et al. (1991, 1993) found from research that traditional classroom instructional methods were only 2% more effective using test results as the criterion versus systems using interactive television.

One factor that may be detrimental to the effectiveness of the interactions among sites is having too many students participating at any one site. The instructor needs to actively encourage participation from all students to resolve questions that students may be inhibited from asking due to the instructor not physically being at the site. Instructors need to encourage role playing by the students at the various sites to foster better participation and interaction from the students (Wetzel, Radtke, Stein, 1994).

As new technologies develop, more older students will take advantage of these technologies to complete their college degrees while doing so at off-campus sites and in their homes. People are living longer and participating in the higher educational process at an older age. In 1900 a typical person's life expectancy was 47 years. In 1985 a person life expectancy was 74 years, and the number of people aged 65 and older had increased by 35 percent. In 1985 there were over 30 thousand Americans over 100 years old and there were 2 million people over the age of 85 (Heppner, 1985). In 1989 according to Apps (1990), 49 percent of college students were over the age of 25. Many of these adult

learners were taking classes on a part-time basis due to the fact that they had full time jobs, family commitments, and social obligations which placed restrictions on the time they had available to take classes (Caffarello, 1991).

#### Distance Learning Research

This research project is based on two research articles. The first article is titled “The Use of Interactive Television in Business Education” (Lathen and Pirrong, 1990), which was a study conducted at Boise State University using interactive television delivery to teach an introductory accounting course. There were three remote locations with class size ranging from 16 to 34 students with one instructor at the main campus location. The class sessions met three times a week for 50 minutes each session. Multiple choice tests and quizzes were given by a proctor at each of the off-campus sites, and the results were forwarded to the instructor.

This study used a one-way ANOVA on student test scores to show that there was very little difference reflecting in the overall mean score between the off-campus and on-campus classes. The significance level found from the ANOVA results showed a p value of .1407 which meant that there was no significance between the on and off-campus groups.

A Smirnov test was used to support the second hypothesis that there was no significant difference in attitudes about the class in the on-campus group versus the off-campus group. The Smirnov test showed that there was no difference in instructor preparation and knowledge of the course between the two groups. The test did show that

the off-campus students had lower satisfaction levels because of not being able to deal with the instructor directly, dissatisfaction with the instructor's hand writing and technical problems with the system. The majority of the students in the studio and the off-campus sites said that they would be willing to take future interactive television courses and that their learning experience was not impaired by using this type of educational delivery system.

The second paper upon which this research project is based is "Interactive Television Instruction: An Assessment of Student Performance and Attitudes in an Upper Division Accounting Course" (Seay and Milkman, 1994). This study reported how business faculty at Murray State University, a rural, public university, in Kentucky used multiple regression analyses to estimate the effect of interactive television on student performance in a Principle of Cost Accounting Course.

Murray State University used fibre optic telephone lines to transmit and receive the audio and video signals from the studio to the classroom. The classroom consisted of a teacher's station, two monitors for viewing students, a work area on the instructors desk, and three cameras focused on the instructor. There was no proctor at the receiving sites except for a graduate assistant when tests or quizzes were given. A technician was monitoring the system in case technical problems occurred.

A total of sixty-nine students received grades for the course out of eighty-nine originally registered for the course. Surveys were given to the students at the end of the semester from which regression analysis were performed. The students at the various site had a wide range of ages and work histories. The students at the studio had less work

experience and were usually full time students, while the off-campus students had more work experience and were usually part-time students. It was found that work experience improves performance on exams by about 2%.

From the survey given at the end of the semester over 90 % of the students agreed or strongly agreed that adequate interaction between student and instructor was developed. Also 71.4% of the students felt that the off-campus students had communication concerns with their instructor, who was back at the main campus site, which were never fully resolved. Finally 61.9% of the students agreed that the interactive television did not hamper the effectiveness of the instructor.

### Summary

As more and more adult students enter higher education, the need for new ways to deliver educational and instructional services to students who can not attend traditional classes due to a variety of reasons will occur. Due to technological changes adults today are more self directed in their learning, and distance learning offers a viable means for adult students to achieve their educational goals. Distance learning systems provide opportunities for these students to attend classes near their homes via interactive television classes. Through these classes they will be able to attend class while still dealing with their other responsibilities. Distance learning classes and other electronic media will make it possible for more adult students to acquire a college degree from their home or at a site near their home.

## CHAPTER II

### Research Procedure

#### General Design of the Study

The focus of this study was to assess the perception of students about their learning experiences who were enrolled in EDF 5530 Philosophy of Education transmitted over Eastern Illinois University's distance learning system. The receiving sites were in Danville, Paris and Effingham, Illinois along with an on-campus section of the course. A pre- and post-survey was designed to evaluate the students attitudes about the system and whether they felt it was an effective way for Eastern Illinois University to offer classes to off-campus students.

The study was originally planned to be conducted during the Fall 1995 semester at off-campus sites in Danville and Paris, Illinois, and on-campus at Charleston, Illinois. Due to technical difficulties which forced cancellation of classes via distant learning technology at the Danville, Illinois site the study was continued into the Spring 1996 semester in an attempt to gain a larger sample size. The distance learning site used in Spring 1996 was at Effingham ,Illinois. Students at the Danville, Illinois site completed the Fall 1995 semester with the instructor traveling to Danville, Illinois to teach the class in the traditional manner.

#### Subjects

The Fall 1995 semester EDF 5530 distance learning class consisted of 39 graduate students, with 28 students responding to pre- and post-surveys. Of the 28 students responding to the surveys 8 were males (28.6%) and 20 were female (71.4%). In the

Spring 1996 semester there were 29 students in the EDF 5530 distance learning class with 21 responding to both pre- and post-surveys. Of the 21 students responding to the surveys, 4 were males (19.0%) and 17 were female (81.0%). The age distribution for the Fall 1995 semester class ranged in age from 22 to 47 years of age (See table 1). The age distribution for the Spring 1996 semester class ranged in age from 22 to 56 years of age (see table 1). Over 85% of the students in the Fall 1995 class were over the age of 25, and more than 76% of the students in the Spring 1996 semester class were over the age of 25 (see table 1). It is clear that the students participating in the study were older, non-traditional students, the majority of whom were women.

Table 1

Age Distribution of Students

Age	<u>Fall 1995</u>		<u>Spring 1996</u>	
	# of students	%	# of students	%
22-25	7	24.8	7	33.3
26-30	5	17.9	6	28.5
31-35	5	18.0	3	14.4
36-40	2	7.2	3	14.2
45-50	6	21.4	1	4.8
> 50	3	10.7	1	4.8
Totals	28	100.0	21	100.0

### Instructional Method

The lectures were given via the traditional lecture method with the aid of a computer generated graphics program developed by the instructor and the Media Services staff at Eastern Illinois University. All of the students at all sites were given syllabuses which contained the class outline, class schedule, and self tests which the student could do at their own pace. The instructor had the students role play with skits which represented the different philosophies that had been covered in the previous sessions. The other students at different sites then had to deduct which philosophies had been presented. There was interaction amongst the students and instructor at the various sites, and the instructor visited the sites at least once during each semester to see for himself how the students felt about the distance learning system and course delivery.

### Instrumentation

#### Survey Development

Pre- and post-survey instruments were adapted by the author using questions developed from a survey used by the Lake Land College Continuing Education department on research done with their distance learning classes (Rich, personal communication, August 1995).

The pre-survey (see Appendix A) consisted of three parts. The first part included the students name, site, age, sex, and area of concentration. The second part consisted of questions dealing with delivery of the course over the distance learning system, and



questions dealing with the instructor's delivery methods. The answers were chosen from strongly agree, agree, no opinion, disagree, and strongly disagree. The third section asked open ended questions of the students dealing with the distance learning system's operations and what things needed to be changed.

The post-survey (see appendix C) consisted of two parts. The first part dealt with how well the course was delivered via the distant learning system, and the responses to the questions were selected from strongly agree, agree, no opinion, disagree, and strongly disagree. The second part asked open ended questions on how the students viewed the systems operation and what needed to be changed with the system.

### Procedure

#### Observational Data Collection

The researcher visited all three classroom sites during the Fall 1995 semester and both of the sites during the Spring 1996 semester. As an observer the researcher worked to remain neutral on his opinions about the distance learning system (McMillan & Schumacher, 1993). The researcher made field notes on student behavior which appeared to reflect attitudes about the system, and the researcher also asked selected students for their opinions on how well the system worked, and whether the students liked the idea of taking classes with the aid of computer generated graphics.

#### Survey Data Collection

The pre-survey (see Appendix A) was distributed to the students at all sites during the first week of class. The students were told that their responses to the survey would be

kept confidential, and the students were also asked to complete authorization forms (see Appendix E) for their permission to collect the research data. The post-survey (see Appendix C) was given to the students during the last week of classes at all sites to determine any changes in attitudes which had taken place. Students' written comments were collected and used with the observer's field notes to make deductions about student reactions to the class..

#### Statistical Data Analysis

Questions from the pre- and post-surveys were compared statistically using a Statistical Analysis System (SAS) program via the Eastern Illinois University mainframe computer. A chi-square comparison was made, but the sample size was not large enough for any accurate comparisons to be made. A Fischer's Exact Test (two-tail) was performed to compensate for the smaller sample size. Also tests for phi-coefficients, contingency-coefficient, and Cramer's V were run using the SAS program.

Three sets of questions were used to run statistical comparisons using a SAS computer program. The first question asked how well the students expected the instructor to be prepared for class versus how well prepared he actually was. The second question compared how well the students expected the instructor and students to interact amongst themselves using the interactive distance learning system versus how well they did interact. The third question compared how well the students expected the instructor to initiate discussions between all students at each class site versus how well he actually did develop discussions.

## CHAPTER III

### Results

#### Observational Data Results

The researcher visited all of the sites taking field notes of student reactions to the distance learning classes in both the Fall 1995 and Spring 1996 semesters. The following are the researcher's observations of student reactions to the distance learning system. An observation was made that several students were uncomfortable with seeing themselves on television all the time. According to Nahl (1993) being in front of a television camera is a "high anxiety " (p.107) feeling. It was deduced that students feel uncomfortable being on television and several students stated that their anxiety inhibited interchanges with others at distant sites (Nahl, 1993).

Another problem that developed at the Paris, Illinois site was that students had a lot of difficulty hearing the instructor while he was lecturing. It was also hard to hear the students from the Charleston, Illinois site when they spoke. A study by Hannu (1990) found that audio problems are one of the most common problems faced by interactive systems, and these problems can be corrected by better audio and acoustic systems. Another problem that developed was not having a technician on site to help with technical problems when they arose. Several times when problems developed the technicians were called, but it took some time for them to get there. Due to this factor both classes were not able to use their full interactive capabilities several times during the semester.

## Survey Results

The researcher used pre- and post-surveys which contained both closed and open-ended questions which the students answered at the beginning and end of both semesters.. The researcher tabulated the data with the results being discussed below in both the Closed Question and Open-ended Question sections that follow.

### Closed Questions

The students in both the Fall 1995 and Spring 1996 EDF 5530 classes were given a one page, double-sided survey form with a set of closed questions on both the pre- and post-surveys. The responses they could select from were strongly agree, agree, no opinion, disagree, and strongly disagree. The students then circled the answer that they felt best reflected how the distant learning system was functioning.

The researcher asked the students on the post-survey if they were able to become familiar with the students at the other sites (item 8, Appendix C). In the Fall 1995 class 8 (28.58%) students indicated that they were able to become familiar with the other students, and 13 (46.42%) indicated that they were unable to become familiar while 7 (25.00%) indicated that they had no opinion on this question. In the Spring 1996 class 1 (4.77%) student indicated becoming familiar with the other students, and 16 (76.18%) indicated that they were not able to become familiar with the other students while 4 (19.05%) indicated that they had no opinion on this question (see Table 2)

Table 2

As a student I felt I was able to become familiar with the students at the other distance learning sites

Responses	Fall 1995		Spring 1996	
	Students	%	Students	%
Strongly Agree	4	14.29	0	0.00
Agree	4	14.29	1	4.77
No Opinion	7	25.00	4	19.05
Disagree	7	25.00	8	38.09
Strongly Disagree	6	21.42	8	38.09

The students were asked by the researcher on the post-survey if the distance learning classroom environment inhibited the effectiveness of the material being presented (item 10. Appendix C). In the Fall 1995 class 14 (50%) students indicated that the classroom environment did not inhibit the effectiveness of the material being presented, and 9 (32.14%) indicated that the classroom environment did effect the material being presented while 5 (17.86) students had no opinion on this question. In the Spring 1996 class 12 (57.15%) students indicated that the classroom environment did not inhibit the effectiveness of the material being presented, and 4 (19.04%) indicated that the classroom environment did effect the material being presented while 5 (23.81%) students had no

question (see Table 3).

Table 3

As a student the classroom environment did not inhibit the effectiveness of the material being presented

Responses	Fall 1995		Spring 1996	
	Students	%	Students	%
Strongly Agree	7	25.00	5	23.81
Agree	7	25.00	7	33.34
No Opinion	5	17.86	5	23.81
Disagree	6	21.43	2	9.52
Strongly Disagree	3	10.71	2	9.52
Totals	28	100.00	21	100.00

The students were asked by the researcher on the post-survey if their attention span varied while the instructor was using the distance learning system (item 12, appendix C). In the Fall 1995 class 15 (53.57%) students indicated that their attention span was held constant during the televised classes, and 8 (28.57%) indicated that it was hard to stay focused during the classes while 5 (17.86%) students had no opinion on this question. In the Spring 1996 class 8 (38.09%) students indicated that their attention span was held constant during the televised classes, and 8 (38.10%) students indicated that it was hard

to stay focused on the televised classes while 5 ( 23.81%) students had no opinion on this question (see Table 4).

Table 4

As a student I was able to keep my attention focused on the television monitor

Responses	Fall 1995		Spring 1996	
	Students	%	Students	%
Strongly Agree	3	10.71	2	9.52
Agree	12	42.86	6	28.57
No Opinion	5	17.86	5	23.81
Disagree	6	21.43	5	23.81
Strongly Disagree	2	7.14	3	14.29
Totals	28	100.00	21	100.00

#### Open Ended Questions

The students in both the Fall 1995 and Spring 1996 EDF 5530 distance learning classes were given both the pre- and post-survey forms. They were allowed to express their feelings by filling out responses to the open-ended questions dealing with the operations of the interactive distance learning system.

The students were asked on the pre-survey (item 21, Appendix A) what personal

factors influenced them to take the distance learning class and 12 (42.9%) students listed meeting degree requirements as the main reason for taking the class. Site location was listed next by 6 (21.4%) students; and they also listed class length during the semester, the instructors teaching style, learning about new technologies, good classroom facilities, and the course subject matter as reasons for taking the class. In the Spring 1996 EDF 5530 class, 9 (42.8%) students listed meeting degree requirements as the main reason for taking the distance learning class. Learning about new technologies was listed by 4 (19.1%) students, and location of class site, and job loss were several other reasons for taking the class (see table 5).



Table 5

Personal Factors for Taking EDF 5530

Reasons	Fall 1995		Spring 1996	
	Students	%	Students	%
Length of class	2	7.1	0	0.0
Requirements for graduation	12	42.9	9	42.8
Only class interested in taking	1	3.6	0	0.0
No reason	2	7.1	4	19.0
Instructor teaching class	1	3.6	0	0.0
Location	6	21.4	3	14.3
Learn about new technology	2	7.1	4	19.1
Good classroom facility	1	3.6	0	0.0
All other classes full	1	3.6	0	0.0
Job loss	0	0.0	1	4.8
Total	28	100.0	21	100.0

Students in the Fall 1995 EDF 5530 were asked what they expected to gain from taking the class (item 22, Appendix A), and 10 (35.8%) students listed learning how to use the distance learning system as their response. Expecting to gain a better

understanding of philosophy was listed by 6 (21.4%) students, and interaction with students plus completing their Master degrees were some of the other responses given by the students. In contrast 9 (32.1%) students gave no reason as their responses to this question. In the Spring 1996 class 8 (38.1%) students listed that they expected to gain a better understanding of philosophy, and 3 (14.3%) students gave learning about new technologies as their response to this question. On the other hand 10 (47.6%) gave “no reason” as their answer to this question (see table 6).

Table 6

What Students Expect to Gain From EDF 5530

Reasons	Fall 1995		Spring 1996	
	Students	%	Students	%
Better understanding of philosophy	6	21.4	8	38.1
No reason	9	32.1	10	47.6
Using distance learning technology	10	35.8	3	14.3
Interaction with other students	2	7.1	0	0.0
Gain Masters degree	1	3.6	0	0.0
Total	28	100.0	21	100.0

The major response in the Fall 1995 class to the question what they liked about the distance learning class ( item 16, Appendix C) was from the 12 (42.9%) students at the Danville, Illinois site who stated that they didn't like anything about the class. Convenient location was listed by 9 (32.1%) students, and learning about a new technology, 8 week course length, interacting with other students, and the instructor were some of the other responses. There were also 10 (47.6) students who gave "no reason" as their answer to this question.

Location of the class site was listed by 8 (38.1%) students in the Spring 1996 class as what they liked best about the distance learning system. Some of the other responses were new technology, interacting with other students, and a good classroom environment. In contrast 5 (23.8%) students gave no reason as the response to this question (see table 7).

Table 7

What Students Liked About Distance Learning Class

Reasons	# of Students	%
Nothing didn't like it	12	42.9
New technology to teach class	3	10.7
8 Week course length	1	3.6
Interacting with other students	2	7.1
Convenient location	9	32.1
Instructor	1	3.6
	28	100.0

## Statistical Data Results

The researcher used three questions to check for significance using an SAS computer program via Eastern's mainframe computer. The statistics the researcher used to determine any significance was present between pre - post responses were the Chi-square probability test, Fishers exact test (two-tail), Phi-coefficient, and Cramer's V test. The researcher was looking for a significance of less than .05 on the Fishers exact test, which was used to compensate for the small sample size of the classes.

The researcher compared the responses from the Fall 1995 pre- and post-surveys.

The first question compared asked how well the students thought the instructor should be prepared versus how well he actually was during the semester. There was no significance found for this question. The second question that was compared asked the students what type of expectations they had about interacting with one another and the instructor versus how well the interaction among sites actually took place. The researcher found that there was .015 significance for this question with the other indicators showing a strong variation of significance also. The third question asked the students how well they expected the instructor to initiate discussion among sites versus how well he was actually able to initiate discussion between students at all sites. There was no significance found for this question (see Table 8).

The researcher compared the same three questions for the Spring 1996 semester class, and from the results in the Spring 1996 semester it can be seen that there is no measurable significance for any of the questions. Question 2 came the closest to showing any markable significant differences, but over all there was not enough measurable variation between Spring 1996 pre and post survey responses to show significance in any of the tests run using the SAS computer program (see table 9).

Table 8

SAS Comparisons of Students Attitudes About Distance Learning System Fall 1995

Model	Chi-square Probablity	Fishers Exact test	Phi- coefficient	Contigency- coefficient	Cramer's V
Instructor to be prepared How prepared he was	.961	1.00	.279	.269	.197
Expect interaction Interaction occured	.936	.015*	1.205	.769	.602
Expect questions initiated Questions initiated	.338	.445	.599	.514	.424

\* p&lt;.05 significance

Table 9

SAS Comparison of Students Attitudes About Distance Learning System Spring 1996

Model	Chi-Square	Fisher's Exact test	Phi-coefficient	Contingency-Coefficient	Cramer's V
Instructor to be prepared How prepared he was	.681	.663	.331	.314	.234
Expect interaction Interaction occurred	.535	.641	.617	.525	.356
Expect questions initiated Questions initiated	.08	.057	.567	.493	.567

## CHAPTER IV

### Conclusions and Recommendations

#### Introduction

The researcher in this study observed how graduate students reacted to an EDF 5530 Philosophy of Education class transmitted over Eastern Illinois University's distance learning system. The sites used during the Fall 1995 semester were at Danville and Paris, Illinois, and a site on-campus. Due to technical difficulties the Danville, Illinois site was changed to one using the traditional lecture method to complete the class by the end of the Fall 1995 semester. The study was then continued into the Spring 1996 semester at Effingham, Illinois and the on-campus site.

The purpose of this study was to observe students while they used a distance learning system that used computerized graphics along with the instructor lecturing to the class. The researcher used pre- and post-surveys to gain insight into the students attitudes about delivery of the class, and whether the students would take these type of classes in the future.

#### Conclusions

##### Observational Conclusions

The researcher attended the first class session at Danville, Illinois on August 24, 1995. During the class the instructor explained a little about the distance learning system, and he seemed a little nervous using the system in front of the students for the first time. There were concerns expressed from the students at Danville, Illinois about the lack of ventilation in the classroom, the instructor talking to fast, and the date for the last class of



the semester being posted in the schedule with the wrong date. Even with these first night problems class instruction went quite well. There was interaction between the class sites, and note taking by the students could be observed at all sites.

The second week the instructor had to attend a funeral. A substitute explained how the distance learning system worked, and the etiquette procedures needed for using the distance learning system. The students at the Paris, Illinois site were eager to use the distance learning system, and one female student stated that she thought the distance learning system was a good way to deliver classes to students who could not attend classes on-campus. A male student said, "I have no objections to taking this type of class if it's offered at a site near my home".

On September 7, 1995, conditions started to deteriorate at the Danville, Illinois site. Some of the students asked hostile questions of the instructor about the class, and several of the students stated they were becoming dissatisfied with the technical problems that had developed during the last class. During this class session the transmission signal was lost completely. Tapes were made of the class at the Charleston, Illinois site, and these tapes were supposed to be sent to all the students at the Danville, Illinois site. Some of the students never received the second tape sent them. After this third session more problems developed and the Continuing Education staff decided to terminate the distance learning transmission to the Danville, Illinois site. The Danville, Illinois class was then converted to a traditional class to be completed using onsite delivery of instruction.

The Danville, Illinois students were given the option of attending classes at the Paris, Illinois site, but none of the Danville, Illinois students opted to attend classes at this site.

Instead several of the Danville, Illinois students attended the class at the on-campus site which made for an overcrowded situation on campus. The students who completed the class at Danville, Illinois stated that they did not have the option of attending classes at Paris, Illinois due to job and social commitments

The Danville, Illinois site students stated that the main reason they took classes there was because of the site location. The students stated that they felt technical problems needed to be fixed before any more of this type of class were offered at the Danville, Illinois site. One student stated that it was very frustrating dealing with all of the problems, and she was glad that classes could still be completed in time to receive a grade during the Fall 1995 semester. The students that the researcher talked with felt that once the technical problems are solved then there would be a need for this type of class.

The distance learning classes that were transmitted during Fall 1995 to the Paris, Illinois site and to the Effingham, Illinois site in Spring 1996 were delivered without any more major technical difficulties. The students at the Paris and Effingham, Illinois sites felt very positive about the distance learning classes and said that more of these classes needed to be delivered to various sites in southern Illinois.

### Survey Conclusions

The students in the Fall 1995 EDF 5530 class (see table 5) indicated the major reason for taking the class was to meet graduation degree requirements. Location of the class site was the next most important factor for students taking the class. Several

students liked the idea of a course length of only 8 weeks, and several other students were interested in learning more about how the distance learning system worked.

Students in the Spring 1996 class (see table 2) indicated that the main reason they took the class was to meet degree requirements. Several other factors which the students listed were learning about a new technology along with location of the class sites.

In the Fall 1995 class (see table 6) students indicated they expected to gain a better understanding of how the distance learning system worked. Students indicated they hoped to gain a better understanding of Philosophy, how the distance learning system worked and also to interact with students at other sites. Students in the Spring 1996 class (see table 6) indicated that they expected to gain a better understanding of Philosophy as well as how the new distance learning technology worked.

In the Fall 1995 class (see table 7) all of the students at the Danville, Illinois site indicated they didn't like anything about the distance learning system, due mainly to all of the technical problems that developed. The major feature that students liked about the classes was the convenient location. Several students indicated they liked using the distance learning technology, and several indicated they liked the 8 week course length and interacting with students at other sites. Students in the Spring 1996 class (see table 7) indicated they liked the convenient location. Several students indicated they liked using the distance learning technology, structured class instruction, interacting with students at other sites, and a good classroom environment.

From the closed-ended questions on the survey the researcher deduced that the students in both EDF 5530 classes were not able to become better acquainted with the students at the various sites. The students indicated that they did not like the basic environment of the distance learning class sites, and about one-third of the students indicated that they had trouble staying focused on the televised classroom instructions.

### Statistical Conclusions

The researcher first reviewed the results from a Chi-square comparison using a SAS computer program. The results were not trustworthy due to the sample size being too small to meet the assumptions necessary for use of the Chi-square. An SAS computer program was then used testing for Fisher's Exact test (two-tail) to take into account the small sample size. A test for Phi-coefficients, contingency-coefficients, and Cramer's V were performed for both the Fall 1995 (see table 13) and the Spring 1996 (see table 14) class results.

The researcher found that there was significance during the Fall 1995 class dealing with the comparison of the question dealing with how much interaction the students expected among sites versus how much interaction actually took place. The reason for this result was apparently due to the faulty audio reception between the sites, and the students feeling inhibited seeing themselves on television. In the Spring 1996 class the instructor had the cameras focused on himself and the computerized graphics to negate any feelings of inhibition. There was still some problems with the audio, but this was only a minor problem which did not stop the classes from being completed.

### Researchers Conclusions

After making his observation and comparing the survey and statistical data results excluding the 12 Danville, Illinois students, the researcher deduced that most of the students who completed the course liked using the distance learning system. The majority of the students stated they would recommend this type of class to other students, and that they liked the convenience of taking classes near their homes and using a new type of instructional delivery method.

An older more diverse population of students are coming back into the educational process. Their return calls for a broader range of classes to meet new job skills that have developed over the last few years. Adult student learning styles will need to be taken into account, and classes will need to be designed to satisfy the new motivational levels of the older self-directed learner. These adult students will want classes that satisfy their own learning desires, and these classes must have meaning and significance for the students participating in them. Once the students see the merit and educational value to these classes then they will then want more of them. Once the demand is established then more of these classes can be offered over the distance learning system.

### Limitations of the Study

One of the major limitations of the study was the small class size being observed for data collection purposes. This limited the statistical results somewhat. With a larger population observed a wider range of responses to the survey questions could be obtained. Technical problems played a big part in influencing student reactions to the use of the

distance learning system. Once the technical problems are corrected the results might be a lot different. Finally the researcher in making his observations was only at one site each class session, and more observations could have been made at the other sites if more than one observer had been used.

### Recommendations

One of the major issues that needs to be addressed are the technical problems the distance learning system has been experiencing. The microphones at the distance learning lab site on-campus need to be checked to see if they operating correctly, and they may need to be calibrated to pick up the students voices more clearly. The accessibility to technicians at all sites needs to be improved with a technician being in the building while distance learning classes are being conducted. The only site to have a technician in the building was at the Paris, Illinois site. If these technical problems are not corrected, adult students will not enroll in the distance learning classes since students who took these classes will tell other students about the problems that they encountered using the system.

Another issue that needs to be addressed is site location and what type of classes need to be offered. The Schools of Education and Business should consider offering their programs in the Graduate School to sites at Paris, Danville, and Effingham, Illinois via the distance learning system. By offering classes that are required for a Masters degree there will be a demand for the classes at these sites and hopefully fewer classes will have small enrollments, which will result in less classes being canceled.

Finally the content of the classes and instructional methods should be reviewed for

future changes. The students want classes that are going to be useful to them in the foreseeable future. They show little interest in classes that are not directly connected with degree requirements. These students are highly motivated and have come back to school in most cases to obtain a college degree. Classes should be offered in areas that pertain to the wants and needs of the students. These classes should consist mainly of required graduate or undergraduate classes that are offered on campus. Most of the students come to these classes with a great deal of life experience, and the instructor should use these experiences to help explain some of the theories being presented. The instructor should try to visit each class site at least once a semester, and the instructor should provide syllabuses and course material to supplement the lecture material being presented. By following these recommendations the distance learning system can become more viable as a instructional tool, and students will then want to enroll in more distant learning classes.

### Summary

The findings of this study support much of the findings on adult education using a distance learning system. The technical problems that developed are some of the same ones experienced in other distance learning systems (Pugh et al, as cited in Wetzel, Radtke, Stein, 1994), and by correcting these problems then Eastern Illinois University's distance learning system should become a viable alternative for adult students wanting to take classes at sites that are not accessible to on site instruction. The first few classes that have been transmitted over the system have been a learning experience for all concerned, and the lessons learned will hopefully be a catalyst for future growth in this new area of

educational instructional delivery methods.



## APPENDIX

## PRE-COURSE STUDENT ASSESSMENT

The use of this tool is for distance learning. It will not be used in teacher evaluations. Any references to instructors are only used to test internal validity. The confidentiality of all students will be kept intact.

1. Name\_\_\_\_\_ 2. Age\_\_\_\_\_ 3. Sex: Male Female
4. Occupation\_\_\_\_\_ A. Full time\_\_\_\_\_ B. Part time\_\_\_\_\_
5. What degree and area of study are you currently enrolled:\_\_\_\_\_
6. Have you ever taken a distance learning interactive class before?\_\_\_\_\_
7. I am taking this course at: Paris\_\_\_\_\_ Danville\_\_\_\_\_ EIU\_\_\_\_\_
8. If this course was not required for graduation would you still take it?\_\_\_\_\_

Select the most appropriate choice which closely reflects you opinion of the following statements.

- |                   |                      |               |
|-------------------|----------------------|---------------|
| 1. Strongly agree | 2. Agree             | 3. No opinion |
| 4. Disagree       | 5. Strongly disagree |               |

9. I am taking this course to gain a better understanding of the different philosophies in an educational setting. 1. 2. 3. 4. 5.
10. I selected this course due to the convenience of being near my home. 1. 2. 3. 4. 5.
11. I selected this course because of the day and time that it was being offered. 1. 2. 3. 4. 5.
12. I enrolled in this course because it was being offered over Eastern's distance learning system. 1. 2. 3. 4. 5.
13. I enrolled in this course because it was a degree requirement. 1. 2. 3. 4. 5.
14. I will not have a problem with using the interactive distance learning system. 1. 2. 3. 4. 5.
15. I will be able to interact with my instructor and other students using the interactive distance learning system. 1. 2. 3. 4. 5.
16. I expect the instructor to be well prepared for class. 1. 2. 3. 4. 5.
17. I expect the instructor to help me with problems that I may encounter taking a class using a distance learning system. 1. 2. 3. 4. 5.
18. I expect the instructor to initiate discussions between students at the three sites. 1. 2. 3. 4. 5.

*Continued on Back*

19. I expect the distance learning system to be fully operational and free of technical problems 1. 2. 3. 4. 5.
20. I expect the instructor to motivate me to perform to my full potential as an adult student in this class. 1. 2. 3. 4. 5.
21. What personal factors influenced you to take this class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. What do you expect to gain from this type of learning experience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
23. What questions do you have about taking an interactive distance learning class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## POST-COURSE STUDENT ASSESSMENT

The use of this tool is for distance learning. It will not be used in teacher evaluations. Any references to instructors are only used to test internal validity. The confidentiality of all students will be kept intact.

1. Name\_\_\_\_\_ 2. Class site: Paris\_\_\_ Danville\_\_\_ EIU\_\_\_

Select the most appropriate choice which closely reflects your opinion of the following Statements.

- |                   |                      |               |
|-------------------|----------------------|---------------|
| 1. Strongly agree | 2. Agree             | 3. No opinion |
| 4. Disagree       | 5. Strongly disagree |               |

3. The instructor has been well prepared for each class session (organized, materials prepared for distance learning delivery, etc.). 1. 2. 3. 4. 5.
4. The instructor's instructional approach was well suited for TV (was enthusiastic, spoke clearly and articulately, was relaxed, used movements well, etc.). 1. 2. 3. 4. 5.
5. The instructor helped students feel comfortable interacting with the instructor and other students. 1. 2. 3. 4. 5.
6. I felt I was able to get to know the students at the other distance learning sites. 1. 2. 3. 4. 5.
7. An appropriate amount of time was given before or after class to interact with the instructor and students from the other sites. 1. 2. 3. 4. 5.
8. I felt comfortable interacting with the instructor and students using the distance learning system. 1. 2. 3. 4. 5.
9. The instructor used a variety of visual aids that were well suited to TV (large enough to be easily viewed from the classroom TV monitor). 1. 2. 3. 4. 5.
10. The distance learning classroom environment did not inhibit the effectiveness of the material being presented. 1. 2. 3. 4. 5.
11. The instructor encouraged all students to participate in class discussions. 1. 2. 3. 4. 5.
12. It was easy to be attentive to the instructor on the TV monitor. 1. 2. 3. 4. 5.
13. The quality of the TV picture of the instructor and the other classrooms in general was :  
Excellent\_\_\_ Good\_\_\_ Acceptable\_\_\_ Poor\_\_\_

*Continued on Back*

14. The quality of the student's audio was:

Excellent\_\_\_ Good\_\_\_ Acceptable\_\_\_ Poor\_\_\_

15. The overall functioning of the distance learning equipment was:

Excellent\_\_\_ Good\_\_\_ Acceptable\_\_\_ Poor\_\_\_

16. What did you like about the distance learning system?\_\_\_\_\_

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17. How have your ideas changed about the distance learning class since the first night?\_\_\_\_\_

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18. What problems have you encountered with the instructional methods of delivering the class over the distance learning system?\_\_\_\_\_

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19. What would you do to improve the distance learning experience?\_\_\_\_\_

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20. Would you recommend this type class to other students, and why or why not?\_\_\_\_\_

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21. Would you take another distance learning class offered through Eastern's distance learning system? Yes\_\_\_ No\_\_\_

## WRITTEN CONSENT FORM

How Students View An Educational Philosophy Class  
Offered Over Eastern Illinois University's  
Distance Learning Network

To participants in this study:

I am a graduate student at Eastern Illinois University working on my Specialist degree in Educational Guidance. The subject of my field study is "How Students View An Educational Philosophy Class Over Eastern Illinois University's Distance Learning Network". I will be giving out questionnaires and conducting interviews at the Charleston, Paris, and Danville Illinois sites.

As part of this study, you will be asked to participate in two questionnaires and several informal interviews. As the interviews proceed, I may ask occasional questions for clarification or for further understanding, but mainly my part will be to listen as you relate your experience within the structure and focus of these interviews.

My goal is to analyze the material from your interviews in order to understand better your experience in taking a class using Eastern's distance learning system. As part of my field study, I may compose the materials from your interviews as a "profile" in your own words. I may also wish to use some of the interview material for journal articles or presentations to interested groups.

In all written materials and oral presentations in which I might use material from your interview, I will not use your name, or names of people mentioned by you. You may at any time withdraw your consent to have specific excerpts used, if you notify me at the end of the interview process. If I were to want to use any materials in any way not consistent with what is stated above, I would ask you for additional written consent.

In signing this form, you are also assuring me that you will make no financial claims for the use of the material in your interviews:

I \_\_\_\_\_ have read the above statement and agree to participate as a participant under the conditions stated above.

\_\_\_\_\_  
signature of participant

\_\_\_\_\_  
signature of interviewer

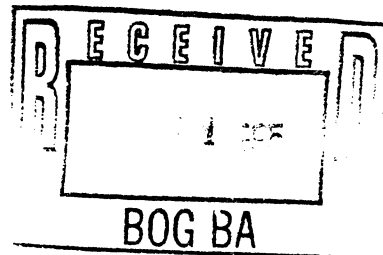
\_\_\_\_\_  
date



**EASTERN ILLINOIS UNIVERSITY**  
CHARLESTON, ILLINOIS 61920

*Department of Secondary Education and Foundations*  
*Buzzard Building 213*  
*(217) 581-5931*

**MEMORANDUM**



**TO:** Mr. Terry Seldomridge  
Admission/Records Officer I  
BOG Degree Program  
5618 Blair Hall  
Eastern Illinois University

**FROM:** Ken Sutton

**RE:** Permission to Observe and Study My Distance  
Learning Class

**DATE:** July 20, 1995

I hereby give permission for you to observe planning phases remaining and the conducting of EDF 5530-001 during the Fall Semester of 1995. This is to be a distance learning course using some of the best hyper-media equipment available. It should fit your research well, especially since you have taken the older version of the course.

For my part, I am anxious to get as many perceptions of participants as I can. Even if the first attempt is not as successful as I would like, I intend to produce a model course in a short time. Maximum feedback is essential if I am to do this.

You probably should also get permission of my Chair, Dr. Mahmood Butt, as well.

cc. Dean Will Hine,  
Adult and Continuing Education  
Dr. Mahmood Butt

*Ken Sutton*

MEMORANDUM

TO: Terry Seldomridge, 205 Blair Hall, ~  
Board of Governors Office

FROM: Mahmood Butt, Chair, ~~Secondary~~ Education and Foundations

RE: Field Study Research 7/31/95

DATE: July 31, 1995

Thanks for your memo of July 27, 1995, requesting permission to do field research during Dr. Sutton's fall offering of EDF 5530 through distance learning. Your request is approved.

Both Dr. Sutton and I look forward to the completion of your project and request you to share the results with us.

Best wishes.

c. Dr. Sutton



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