

RESEARCH ABSTRACTS

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***Classroom Communication
Apprehension and Distance Education.
Marshall, Rodney.***

The rise of distance education classrooms in colleges and universities call for attention to the difference in communicative strategies needed from a regular classroom. This study examined the concept of classroom communication apprehension (CCA) and the distance classroom. Ninety-two students from three different classes participated in this study. The results indicated that as the fear of technology confronted in the distance class rose, so did the apprehension to communicate in the class. But as the student experienced a positive feeling with the technology, his/her apprehension to speak in class was less. Suggestions are presented along with limitations. Finally, a plea was made to encourage the research in this new area—the distance classroom. (Contains 34 references.) Appendixes contain data and the survey instrument. 2001. 28 pp. ED 451 555

***An Examination of the Outcomes of a
Distance-Delivered Science Course.***

***Schoenfeld-Tacher, Regina; McConnell,
Sherry.***

A comparative study was conducted to examine the effects of distance delivery on student performance in a science course. Academic outcomes and interactions were compared among students ($n = 44$) enrolled in two sections of an upper level histology course taught over the course of a single semester by the same instructor. Eleven students took the course entirely online, while 33 took the course in a traditional, on-campus format. Although the performance of both groups on a content pre-test was indistinguishable, at the end of the study, students in the online group significantly outperformed their peers in the on-campus group on a content post-test. The online group also demonstrated a greater frequency of interpersonal interactions. Further investigation of the topic and content of interactions revealed that although students in the online group initiated a smaller percentage of content-related interactions, these interactions demonstrated higher levels of thought and abstraction than those generated by the on-campus students. (Contains 18 references.) 2001. 17 pp. ED 452 069

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computer conferencing was validated as a potentially motivational and effective tool for interactive learning with computer-mediated communication in the distance education environment. (Contains 27 references.) 2000. 21 pp. ED 447 794

Social Impact of Distance Learning in Higher Education on Health, Physical Education, and Recreation Students.
Corbett, Doris R.; Eikum, Debbie.

This study examined the social impact of online, Web-based, distance learning (OWDL) technology on students enrolled in health, physical education, and recreation (HPER) Master's degree level courses as compared to students in traditional classroom courses. Surveys were developed and mailed to 137 students in both types of classrooms. The surveys included an online and a traditional version of the Social Impact Survey of Distance Learning in Higher Education on Health, Physical Education, and Recreation Students. Results indicated that well-planned, carefully crafted OWDL courses met students' needs. Listservs, voice mail, fax mail, forum discussions, and e-mail were basic components of the distance learning process. Collectively, they were

highly effective in providing materials and communication between students and instructors. OWDL students had more time to think and respond to questions, worked more efficiently and productively at their own pace, had more discretionary time, and had more written assignments (which improved their writing skills). Respondents felt they were more likely to bond in traditional courses. Students considered forum discussions more interactive than the traditional classroom equivalent. The surveys and graphs are appended. (Contains 45 references.) 2000. 72 pp. ED 449 160

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