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Berge, Z. L. (1995). *The role of the online instructor/facilitator.* E-Moderators.com.

September 23, 2009, from the World Wide Web:

http://www.emoderators.com/moderators/teach_online.html

Zane L. Berge, Ph.D., of the University of Maryland, Baltimore County, offers a list

of the roles and functions of the online instructor in computer conferencing (CC). He

begins with a succinct definition of computer conferencing, and then emphasizes the

importance of both learner to content interaction, as well as the human presence in the

interaction that occurs between instructor to students, and students to students.

Referencing the work of many leaders in the field of distance education, Berge describes

four necessary conditional areas which contribute to successful online tutoring:

pedagogical, social, managerial, and technical. He offers a recipe for success for the

online tutor with his area recommendations. Even though the article is over ten years old,

the information presented appears to be valid and well-researched and is a good resource

for those wishing to learn more about two elements of student support: tutoring and

teaching. Numerous recommendations for further reading are included.

Blaschke, L.M. (2004). Sustaining online collaboration: Seven lessons for application in

the Volkswagen AutoUni. In U. Bernath & A. Szücs (Eds.), *Proceedings of the*

3rd EDEN Research Workshop Oldenburg, March 4-6, 2004, (pp. 388-394).

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Lisa M. Blaschke, head of the communications consulting firm, Kreative

Kommunikation LLC, and an Assistant Professor at the University of Maryland

University College, puts forth a framework to cultivate and sustain an online learning

community. Blaschke evaluates the current research and best practices in e-learning and

online collaboration. She identifies seven important lessons for sustaining mutual efforts

in an online setting. These lessons address promoting an open learning environment,

identifying and empowering learning champions, building trust, preparing, organizing, and

managing the online collaboration, providing appropriate technology, effectively using a

blended approach, and fostering an environment that adapts to change. Grounded in

reputable theory and techniques, this piece does an excellent job of putting forth useful,

valid systematic plans for supporting an online community of learners. This item is an

excellent scholarly resource for students and distance education leaders alike.

Brindley, J. E. (1995). Learner services: Theory and practice, *Distansutbildning i

itveckling,Rapport nr. 11* (pp. 23-34). Umea, Sweden: University of Umea.

Jane E. Brindley, Ph.D., a noted author with over 20 years of experience as a

practitioner, researcher and administrator in open and distance learning (ODL),

challenges distance education leaders to think beyond student retention when considering

learner support. Citing a theoretical framework and concise goals, Brindley discusses the

designing of an intervention model in ODL. She asserts that a conceptual model can be

used to articulate the role of learner services within the institution and show how

interventions facilitate the learning process throughout the "life cycle" of the learner, from first contact to completion. She affirms that there is an opportunity to offer direction and management in making the evolution to models which are truly learner centered. By thoughtfully designing interventions which are theory based and firmly rooted in a clearly articulated set of institutional values, ODL practitioners can contribute to educational innovation and learner responsiveness. Although this article is slightly dated, its premise, and the intervention model it endorses, still fits. This article is a good ancillary resource for those wanting to begin to explore learner support; however for anyone doing serious research, one should also examine some of the more current research studies that have been done in this area.

Brindley, J.E., Walti, C., & Zawacki-Richter, O. (2004). The current context of learner

      support in open, distance and online learning: An introduction. In J. E. Brindley,

      C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and*

      online learning environments (pp. 9-27). Oldenburg: Bibliotheks- und

      Informationssystem der Universität Oldenburg.

    Jane E. Brindley, Christine Walti, and Olaf Zawacki-Richter, all important contributors in the field of Open and Distance Learning, offer a complete, concise, well-documented discussion of the importance of learner support. Constructivist, learner-centric ODL models force instructors to take a more proactive approach when it comes to effectively supporting learners in their educational endeavors. A welcoming introduction

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to Volume 9 of the ASF series, this first chapter defines important terminology, discusses

four basic forms of media-based learning and teaching, and provides an extensive

overview of the chapters, setting the reader up for success by providing a supportive

frame of reference and focus. Referencing the work of many noteworthy leaders in the

field, the editors begin this volume by truly supporting their readers.

George, L., & Frank, I. (2004). Beyond books - Library services to distance education

students. In J. E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner*

support in open, distance and online learning environments (pp. 135-143).

Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

Lisa George, a library program specialist, and Ilene Frank, a reference librarian with

over thirty years of experience, discuss the relationship between information literacy,

critical thinking skills and student academic success. Referencing the work of many

established leaders, they purport that good information literacy, and good critical thinking

skills are especially important for students studying at a distance. They also address the

librarian's role in support of students' success. They offer clear, tangible

recommendations for what can be done by library support systems to guide students

down the right information literacy path. Pointing to real world examples of success, this

article is an excellent scholarly resource for anyone wanting to learn more about how

library support systems can help to make a difference in student success.

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Granger, D., & Benke, M. (1998). Supporting learners at a distance from inquiry through

      completion. In C. C. Gibson (Ed.), *Distance learners in higher education* (pp.

      127-137). Madison, WI: Atwood Publishing.

    Daniel Granger and Meg Benke, who collectively have over 40 years of experience in

the field of distance education, discuss the importance of supporting students from the

inception to the completion of their academic career. They assert that this needs to begin

with an appropriate design of the distance learning program, and that appropriate design

begins with knowing your learner. In their discussion of learner support, they suggest

strategies which account for program delivery characteristics, learner motivation and

confidence, and faculty support. While this all may be true, they do not ground their

discussion in a sufficient amount of scholarly reference. This article is written with an

opinionated view, and it is written with a marketing spin. This is not an article that should

be used as a scholarly resource.

Johnson, M. (2004). Enhancing study skills: Developing self-help materials for distance

      learners. In J. E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner*

      support in open, distance and online learning environments(pp. 117-124).

      Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

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Margaret Johnson, a tutor and counselor with over 20 years of experience in student support services, explores the study skills needs of distance education students. In order to better support the needs of distance learners, she purports that institutions should offer additional study skills materials apart from current course materials. Her definition of study skills includes not only academic aspects like literacy, but also non-academic aspects, like time management. The article contains one case study of the UK Open University's Student Toolkit project, a project that offers booklets of study skills materials to a large, diverse group of students. While four of the ten Toolkits were evaluated by different means, the analysis of the study is lacking because the number of respondents is never revealed. Nevertheless, 71% of respondents found the Toolkits helpful and this shows that there is definitely a need for more exploration of this topic. Her RLO "pick and mix" approach for supplying web-based study skills materials is one that is valiant, and, with more research, is one that could be adopted by many institutions in an effort to better support the autonomous learner.

LaPadula, M. (2003). A comprehensive look at online student support services. *American Journal of Distance Education, 17*(2), 119-128. doi:10.1207/S15389286AJDE1702_4

Maria LaPadula, of the Department of Behavioral Sciences at the New York Institute of Technology (NYIT), conducts a comparative, all-inclusive study of online student support services. Referencing the work of many distance education leaders, she argues

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for the promotion of effective support services for distance education learners. She begins

her study with a formal review of the student support services offered at other institutions

and she compares them to the services available at NYIT. A wide range of services are

discussed from three categories: 1) academic advising/career counseling; 2)

personal/mental health counseling; 3) services that promote a sense of community.

Collecting data from a small sample of 92 distance learners, the study contributes a well

rounded look at satisfaction ratings of student support services at NYIT. The study

concludes that although the survey participants were happy with what is available to

them, they long for more support in the areas of social services, academic advising,

technical assistance, and counseling. This scholarly piece is an excellent resource for

those wanting to "develop increased and highly visible student support services".

Lefoe, G., Gunn, G., & Hedberg, J. (2002). Recommendations for teaching in a

distributed learning environment: The students' perspective. *Australian Journal of*

Educational Technology, 18(1), 40-56. Retrieved September 23, 2009, from

http://www.ascilite.org.au/ajet/ajet18/lefoe.html

Geraldine LeFoe of the University of Wollongong, Cathy Gunn of the University of

Auckland, and John Hedberg also of the University of Wollongong, conduct an

exploration into student support issues that arose during the first year of a new degree

program in a distributed learning environment. Referencing the work of many noted

leaders in the field of distance education, their methodology is grounded in well-

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established distance education theory and research. Their study looked at many facets of

student support in the distributed learning environment, addressing pedagogical,

technology, learning support, and administrative issues. They provide a recipe for success

by calling out future recommendations for improvement. They concede that the findings

of their study cannot be generalized to other institutions, and purport that the findings do

provide direction for further research in the area. Although the study sample is small, it

provides thorough solutions to the challenges faced by the stakeholders in the

implementation year of a new degree program.

Naidu, S. (2004). Supporting learning with creative instructional designs. In J. E.

       Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open,*

       distance and online learning environments (pp. 109-116). Oldenburg:

       Bibliotheks- und Informationssystem der Universität Oldenburg.

    Som Naidu, PhD, Associate Professor, University of Melbourne, Australia, asserts that

proper student support begins with creative instructional design methodology. Citing

many reputable leaders in the field, Naidu suggests the utilization of learning scaffolds

which include student activities that utilize real world examples. Specifically, he

discusses five categories: story centered learning, problem based learning, critical

incident based learning, design based learning, and role play based learning. He

concludes that student support should be seen as a proactive event instead of a

reactionary event. This article is an excellent academic resource for anyone wanting to

learn more about building proactive student support into the instructional design of a

course.

Rekkedal, T. (2004). Internet based e-learning, pedagogy and support systems. In J. E.

Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open,*

distance and online learning environments (pp. 71-93). Oldenburg: Bibliotheks-

und Informationssystem der Universität Oldenburg.

Torstein Rekkedal, a professor with over thirty years experience in the field of

distance education research and development, classifies many areas of web based

learning that are crucial to the success of student support initiatives. He begins his

scholarly article by defining all of the relevant terminology and purports that eLearning

should utilize the same level of student support as other distance learning fields. His

argument includes a well-rounded discussion on both pedagogical, and student support

issues. He discusses the industrialization of teaching and learning, Holmberg's guided

didactic conversation, constructivism, flexibility and accessibility, and different models

outlining drop out rates in distance education. Finally, utilizing his own institution, NKI,

as an example, he puts forth an appropriate conceptual framework guided by his rich

argument. He references many leaders in the distance learning field to support his

theoretical framework. This article is an excellent scholarly resource for those wanting to

learn about student support issues in the world of eLearning.

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Shea, P., & Armitage, S. (2003). *Beyond the administrative core: Creating web-based*

      student services for online learners. Resources. Guidelines. WCET - the Western

      Cooperative for Educational Telecommunications . Retrieved September 23,

      2009, from the World Wide Web:

      http://www.wcet.info/services/studentservices/beyond/index.asp

    Under the direction of Pat Shea and Sue Armitage, the WCET project sought to

"develop home-grown and commercial student services online". The project succeeded in

its goals and shows that online learners need to gain access to other support services

beyond services like registration and financial aid; according to Shea and Armitage, there

is also a need for "tutoring, academic advising, personal counseling, career counseling,

and library services". Shea and Armitage were involved in this three year project that

involved four different partners. The institutional partners designed Web-based services

to meet the needs of students. The development and implementation process defined and

refined by the partners informed a set of guidelines for other institutions to follow. This

website is an excellent example of a project which generated a clear, concise strategy for

providing support services to distance learners.

Simpson, O. (2004). Retention and course choice in distance learning. In U. Bernath & A.

      Szücs (Eds.), *Proceedings of the 3rd EDEN Research Workshop Oldenburg,*

      March 4-6, 2004, (pp. 381-387). Oldenburg: Bibliotheks- und Informationssystem

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Ormond Simpson of the United Kingdom Open University discusses retention and course choice in distance learning. He asserts that providing an appropriate student support mechanism will help ensure proper course choice for students, and will therefore affect the retention rate in distance learning. The story that Simpson tells takes a different approach when discussing student support and it adds a new dimension to the more obvious option of advice from a scholastic advisor, or diagnostic evaluations. Here, potential students are supporting future students by commenting on courses, offering advice, and answering questions in asynchronous computer conferences. Simpson concedes that all the course choice methods presented have their limitations, but offers that a better alternative may be to present all perspectives and options to students to help them make their course choices. He concludes his discussion with a recommendation for further research on this subject. This is a good resource for anyone wishing to explore ways to support students on making proper course choices.

Tesch, P.C. (2004). Ethics in distance education. In U. Bernath & A. Szücs (Eds.),

Proceedings of the 3rd EDEN Research Workshop Oldenburg, March 4-6, 2004, (pp. 481-484). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

Philip Tesch of Concordia University discusses the topic of ethics in distance education. He asserts that ethical conduct for distance learners has not been well

established and asks, "How does the online learner come to know the rules" of ethical

conduct in the distance learning environment? Instructors of distance education must

adhere to the same principles and values that they expect from their students. Instructors

can be supportive by offering students a clear list of conduct codes, and then living by

those codes themselves. While the topic is a worthwhile one, a review of the references

reveals, with only three resources, that this piece should not be used as a scholarly

resource.

Walti, C. (2004). Implementing web-based portfolios and learning journals as learner

      support tools: An illustration. In J. E. Brindley, C. Walti, & O. Zawacki-Richter

      (Eds.), *Learner support in open, distance and online learning environments* (pp.

      157-168). Oldenburg: Bibliotheks- und Informationssystem der Universität

      Oldenburg.

    Christine Walti, Assistant Director, Continuing Education and Workforce

Development eLearning, Anne Arundel Community College, advocates for the use of

web-based portfolios and learning journals as an important, reflective learning tool. Walti

asserts that both of these crucial tools strengthen cognitive skills, build confidence and

encourage autonomy. As an example, Walti points to the University of Maryland

University College Master of Distance Education portfolio project. She defines what a

portfolio is, discusses its relevance to the learning process, and underscores challenges

that students must overcome. She offers a well-rounded look at learning journals as a

support mechanism, weighing the advantages and challenges. The information presented

is valid and well-researched and is a good resource for those wishing to consider the

importance of journaling and portfolios in distance education setting.