**Bibliography of Abstracts and references relevant to CHAT**

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**A. Educational Research Abstracts Online,**

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**A. Educational Research Abstracts Online**

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Absno:     00E/178,99T/208
Title:     The development of distance learning delivery systems.
Author(s): T. Prewitt
Source:    Higher Education in Europe
ISSN:      0379-7724
Issue:     23(2) 1998 187-194

Abstract:
The history of distance learning, traditionally a peripheral university activity, is briefly traced.  The advent of the British Open University with its renovated philosophy of distance learning and more recently of the new information and communication technologies and their application to distance education, has led to a revalorisation of open and distance education.  These technologies are rapidly blurring the distinction between traditional higher education and distance learning.  Various techniques of distance learning are described, particularly the electronic classroom and the electronic library.  These techniques, based as they are on text transmission, stand to improve the reading comprehension and writing skills of students even as they make radical changes in the positions, relative to one another, of students and teachers.  At the same time, the ease of electronic writing may lead to a decrease in required intellectual rigour, chat rooms producing chatter rather t
 han serious ideas.  Also, the economies of scale available via the information and communication technologies may lead to serious cut-backs in traditional higher education provision.  -Author

Absno:     00E558
Title:     Developing lifelong learners: a novel online problem-based ultrasonography subject.
Author(s): L. C. Minasian-Batmanian, A. J. Koppi & E. J. Pearson
Source:    Association for Learning Technology Journal
ISSN:      0968-7769
Issue:     8(1) 2000 50-61

Abstract:
This paper describes an online problem-based learning approach to the creation of a student-centred learning environment for the study of the biological sciences subject in the Graduate Diploma of Applied Science (Medical Ultrasonography) course at the University of Sydney.  The environment is interactive and collaborative, with all communication taking place online.  Students work in groups to study clinically relevant problems.  A Web-database system provides learner control in the process of knowledge acquisition, access to reference materials on the Internet and communication with the tutor and with peers through synchronous chat and asynchronous threaded discussion forums.  Other online features include a protocol for problem-solving, self-assessment and feedback opportunities, detailed help, streaming audio and video and pre-course, ongoing and post-course questionnaires.  This technology may be adpated to a range of disciplines and can also be utilised in on-campus tea
 ching.

Absno:     103330
Title:     A survey of the prevalence of stereotypy, self-injury and aggression in children and young adults with Cri du Chat syndrome.
Author(s): M. S. Ross Collins & K. Cornish
Source:    Journal of Intellectual Disability Research
ISSN:      0964-2633
Issue:     46(2) 2002 133-140

Abstract:
The aim of the present study was to determine the prevalence and frequency of stereotypy, self-injurious behaviour (SIB), and aggression in children and adults with Cri du Chat syndrome (CCS), and to investigate the relationship between SIB, aggressive behaviour and stereotypy in these individuals. Sixty-six families of children and adults diagnosed with CCS completed the Behaviour Problems Inventory. Additional information relating to gender, chronological age, type of school/postschool occupation and medication was also included in the survey. Stereotyped behaviour was reported for 82% of subjects, more than half the sample displaying it on a daily basis. The occurrence percentage of is topographies of SIB suggested that head banging, hitting the head against body parts, self-biting and rumination are the most frequently occurring behaviours in CCS. Aggressive behaviour was reported for 88%, with a statistically significant negative correlation between age and the number of
  aggressive behaviours reported. The present findings suggest that specific types of stereotypy and SIB are observed frequently in CCS.

Absno:     105423
Title:     How do students participate in synchronous and asynchronous online discussions?
Author(s): G. V. Davidson-Shivers, L. Y. Muilenburg & E. J. Tanner
Source:    Journal of Educational Computing Research
ISSN:      0735-6331
Issue:     25(4) 2001 351-366

Abstract:
The purpose of the study was to investigate how graduate students (N<F> = 14) participated in on-line discussions over a two-week period to determine the utility of synchronous and asynchronous modes of discussion. The types and amounts of communication statements that participants made in chats and threaded discussions were analysed using a coding scheme developed by the researchers. Students were randomly assigned to either a small group chat or threaded discussion during one week. In the second week, the groups switched discussion modes and another topic question was provided. The researchers coded the transcribed discussions to determine whether the students' participation was substantive (directly related to the topic) or non-substantive (not directly related to the content) in nature. Results indicated that overall students' discussions included nine types of substantive and non-substantive comments. However, the participants when in the chat showed greater numbers of r
 esponding and reacting statements (substantive types) in both weeks than when participating in the threaded discussions. The majority-female group tended to make more comments overall in both types of discussion than did the majority-male group. Student surveys asking for their opinions about these modes of discussion were administered at various points in the semester. Some students found it difficult to follow the dialogue in the chat, but overall enjoyed this type of interaction. The students also enjoyed the threaded discussion for its convenience factor. The computer and on-line skills improved based on the student surveys. The results of the study indicate that both types of discussion are liked and should be considered viable options in on-line learning communities.

Absno:     109419
Title:     IRC Français: the creation of an Internet-based SLA community.
Author(s): J. M. Hudson & A. S. Bruckman
Source:    Computer Assisted Language Learning
ISSN:      0958-8221
Issue:     15(2) 2002 109-134

Abstract:
Research into text-based chat environments for foreign language learning has shown that discussions online have a significantly different character from those in the classroom. In this paper, the authors begin with a brief design history of one of these environments: IRC Français. Their experience both illustrates the challenges involved in moving these chat environments from the language lab to the Internet and offers insight into some of the causes of these changes in conversation. The initial challenges they encountered ranged from ethical difficulties in doing research in Internet-based chat environments to bootstrapping a synchronous community. After exploring these challenges, they present a study taking a closer look at the interactions online and in the classroom over the course of a semester. During this semester, classroom interaction was largely teacher-oriented, despite the best efforts of the teachers involved. Even though teachers initiated online conversations
 in the same way, however, online interaction was student-driven and significantly more interactive. These observations lend credibility to the language ego permeability theory and its emphasis on inhibition. Quantitative findings of this study mirror a number of other studies. Qualitative findings suggest that important features of the medium lead students to feel more comfortable in the online environment. In particular, the "almost real-time' nature of this medium seems to offer a blend of benefits that arise in both face-to-face conversation and asynchronous interaction. In doing so, however, some new challenges are introduced. The authors conclude with some suggestions for new research directions into both these challenges and more general issues in second language acquisition in online environments.

Absno:     110744
Title:     Liar, liar! an examination of how open, supportive and honest people are in chat rooms.
Author(s): M. T. Whitty
Source:    Computers in Human Behavior
ISSN:      0747-5632
Issue:     18(4) 2002 343-352

Abstract:
This research had two aims. Firstly, to examine availability of emotional support in chat rooms, and secondly, to investigate openness and dishonesty in chat rooms. Three hundred and twenty respondents (160 women and 160 men) filled out the 'Chat Room Survey'. It was found that people who spend more time in chat rooms were more likely to be open about themselves, receive emotional support, and give emotional support. Women were more likely than men to give emotional support. Men were more likely to than women to lie, and were more likely to lie about their socio-economic status. In contrast, women were more likely than men to lie for safety reasons. This study challenges some past speculations about online relationships, and argues that future research must consider demographic details more when examining interactions on the Internet.

Absno:     115438
Title:     Peer-to-peer networking collaboration within education.
Author(s): K. Curran
Source:    Journal of Educational Multimedia and Hypermedia
ISSN:      1055-8896
Issue:     11(1) 2002 21-30

Abstract:
Education is becoming increasingly collaborative with the advent of the Internet, so it is no surprise that educators around the world are seeking improved methods of collaborating through the medium of the Internet. The authors have developed a web-based collaborative system, which enables educators to collaborate with remote colleagues on projects. They can use tools such as a web cam, e-mail, whiteboard, and a chat room applet. The educator also has access to other educators through the chat room applet and can browse through the history to check whether questions have been previously answered. Remote control software allows each educator to take control of each other's machine in order to troubleshoot problems and/or demonstrate formulas. The purpose of this effort is to conduct research directed toward the development of a prototype electronic environment to support a geographically distributed group, which is conducting team science. The system is in everyday use and he
 re the authors demonstrate the many benefits of such a collaborative environment.

Absno:     132109
Title:     Integrating a virtual learning environment into an introductory accounting course: determinants of student motivation.
Author(s): P. de Lange, T. Suwardy & F. Mavondo
Source:    Accounting Education
ISSN:      0963-9284
Issue:     12(1) 2003 1-14

Abstract:
Technological change is altering the way educators deliver subject content. The phenomenal growth and widespread acceptance of the Internet has seen the creation of the Virtual Learning Environment (VLE) in higher education. For the ease of integration of VLEs in higher education, software companies have provided products such as WebCT and Blackboard. From a pedagogical perspective, new technologies must be evaluated in an effort to establish whether their introduction has had a beneficial impact on learning outcomes. To this end, this investigation examines the attitudes of undergraduate accounting students in relation to a number of design features and attributes of WebCT (e.g. bulletin boards, on-line assessment and chat room) as a VLE. Responses from 292 on-campus undergraduate students provided data which associates four factors with improved student motivation. This study found that student satisfaction with the use of a VLE is significantly associated with the provisio
 n of: lecture notes, bulletin board, on-line assessment and other tools (chat and video summaries). The diagrammatic representation of the variables identified in this study provides a useful reference point for those educators contemplating the implementation of a VLE.

Absno:     134117
Title:     Using information technology to promote multi-cultural case teaching: a pedagogical framework.
Author(s): R. Benbunan-Fich & W. A. Stoever
Source:    Journal of Teaching in International Business
ISSN:      0897-5930
Issue:     14(2-3) 2003 13-27

Abstract:
Case studies are an important component of International Business (IB) courses. However, in-class discussion of case studies suffers from temporal and spatial limitations and, frequently, the limitation of being confined to a single cultural perspective. The development of new forms of computer-mediated communication (such as email, chat rooms, threaded computer conferences, etc.) offers new possibilities to overcome these constraints. Synchronous (same-time) communication via chat rooms or desktop video-conferences may include participants from remote locations who otherwise would be unable to attend class sessions. Non-simultaneous (asynchronous) communication via e-mail and/or threaded discussion conferences can complement traditional in-class discussions and extend the learning environment beyond the assigned classroom meeting times. These new communication possibilities can enable instructors and students from different countries and zones to participate in case discussi
 ons and to enrich the cultural dimension of such discussions. This paper presents a framework to classify the different strategies for improving case study discussion with the use of computer-mediated communications and enriching such discussions with the integration of different cultural perspectives.

Absno:     136991
Title:     The use of chat rooms in an ESL setting.
Author(s): Y. Yuan
Source:    Computers and Composition
ISSN:      8755-4615
Issue:     20(2) 2003 194-206

Abstract:
This article explores the combination of online chat rooms with regular classroom interactions in a personalised English programme and its potentials to enhance second language development. Two non-native English speaking university professionals participated in a one-hour online chatting session each week with me for ten weeks in addition to weekly classroom meetings. Printouts of the chat sessions were used in subsequent classroom discussions and were analysed for the present study. Qualitative and quantitative analyses of the data show that the participants sometimes noticed the errors they made in their online chatting and initiated repairs on them. Such noticing of linguistic forms has positive effects on learners and is necessary for language acquisition to occur. These results suggest that the face-to-face interactions may have highlighted the participants' language problems and enhanced their awareness of such problems whereas the online chatting provided the particip
 ants a unique opportunity to put their grammatical knowledge to practice through meaningful communication.

Absno:     137028
Title:     From recreation to reflection: digital conversations in educational contexts.
Author(s): C. Burnett, P. Dickinson, J. McDonagh, G. Merchant, J. Myers & J. Wilkinson
Source:    L1-Educational Studies in Language and Literature
ISSN:      1567-6617
Issue:     3(1-2) 2003 149-167

Abstract:
The Teacher Training Agency's recent drive to increase flexibility in Initial Teacher Training provision in the UK has prompted a growing interest in distance learning. A number of higher education providers are now using new technology and new forms of communication in their course delivery. Among the various forms available, synchronous online chat, usually associated with social or recreational interaction, has attracted little attention in the research literature. This medium requires new approaches and skills as participants struggle to make meaning in multi-stranded conversations. Building on previous studies that have explored the innovative use of language in recreational chat, this study focuses on student discussions in the context of educational chat. It explores how student teachers can use this electronic environment to discuss educational issues, and in so doing, gain experience of the communicative potential of new media. Analysis of the ways in which these stu
 dents use language in this environment is followed by some initial thoughts about the potential of synchronous chat as a medium for learning within an educational context. This paper identifies key elements in the organisation of educational chat and provides insight into the strategies used by participants.

Absno:     67350
Title:     Productivity tool and cognitive stimulator.
Author(s): W.L. Harrell Jr
Source:    Journal of Educational Computing Research
ISSN:      0735-6331
Issue:     22(1) 2000 75-104

Abstract:
Personal computers today are able to play natural sounding human speech and provide full-screen interactive video. Computers can also allow users to communicate globally and to interact with one another in real-time using chat lines, Webcams (Web cameras), etc. Such virtual communication avenues offer opportunities for authentic language use between native and non-native. Furthermore, CD-ROMS used with laptop computers can offer language instruction almost anywhere on demand. With so many possibilities available, broadly speaking, the computer can be used essentially in three ways for language teaching. It can be used to present material to the entire class; it can be used by small groups of learners working collaboratively at the screen, either in the classroom or on a self-access basis; and it can be used as an individual resource either in the classroom or on a self-access basis. Whenever the computer is used in any of the three ways for language teaching, it can be utilis
 ed as a productivity tool and as an instrument for promoting higher-order thinking skills-in other words, as a cognitive stimulator. This article considers the role of cognition in language learning and explores constructivism and Bloom's taxonomy of higher-order thinking skills. By noting how computer-assisted language learning (CALL) and cognitive development are linked, we can understand why the computer is under-utilised as a promoter of higher-order thinking skills and suggests ways to remedy that situation for language learning with computers.

Absno:     67982
Title:     Beyond chat on the internet.
Author(s): A.L. Ingram, L.G. Hathorn & A Evans
Source:    Computers & Education
ISSN:      0360-1315
Issue:     35(1) 2000 21-36

Abstract:
Synchronous Computer Mediated Communications (CMC) are becoming increasingly important to education. Not only do they offer quick access to information over the Internet, but they also fit well into the current emphasis on collaboration and communications in education in general. The simplest such programmes, such as Internet Relay Chat, allow learners to exchange information in real time. Others, such as, MUDs and MOOS, immerse learners into a virtual world, although still entirely text-based. Other synchronous CMC or chat programmes include 2D graphical backgrounds, characters associated with each participant, props and costumes for those characters, and other elements that enhance the communications experience. This paper describes the opportunities and pitfalls of using graphical chat programmes in education, in addition to ongoing research and development. Some guidelines for using the programme in education are derived from both our research and our experience.

Absno:     70068
Title:     Burrowing through the network wires: does distance detract from collaborative authentic learning?
Author(s): A. A. Carr-Chellman, D. Dyer & J. Breman
Source:    Journal of Distance Education
ISSN:      0830-0445
Issue:     15(1) 2000 39-62

Abstract:
This study focuses on the feasibility of using authentic problem-based collaboration at a distance. In order to understand this question fully, the authors compared a traditional residential introductory instructional design (ID) course with another that was offered as a modified distance education course. Students from a traditional university (Trad U) in an introductory ID course were assigned a major complex ID project with an authentic context and SME to work with. The same faculty member gave students from a distance education institution (Dist U) a similar project with similar resources. Data collected included background surveys, reflective student journal entries, e-mail records, pre- and post-individual interviews, classroom observations, and actual class products from both groups. In addition, for the distance education group audioconference transcripts, IRC chat records, and Web discussion board artifacts were collected and analysed. The study found that it is poss
 ible to enact authentic learning and distance collaboration within modified distance education when learners are advanced in their studies, have had previous experiences collaborating at a distance with smaller projects, and are prepared for the challenge of authentic experiences by seeing a strong relevance to their own work.

Absno:     76301
Title:     CALL befins with a 'C': interaction in computer-mediated language learning.
Author(s): M. Harrington & M. Levy
Source:    System
ISSN:      0346-251X
Issue:     29(1) 2001 15-26

Abstract:
Recent calls have been made to anchor CALL theory and practice in the Instructed SLA/Interaction Account of language learning. This move, it is argued, will provide CALL with a principled framework for research and theory development. Although the authors agree with these authors that much current CALL research lacks a transparent and coherent theoretical foundation, they believe the Interaction Account, as it stands, has significant shortcomings when applied directly to CALL. At issue is the nature of second language learning, the relationship between face-to-face and computer-mediated interaction, and the effects of technology on second language communication and learning. the authors argue that the Interaction Account evokes an overly narrow view of CALL, and that it does not differentiate sufficiently between the types of CALL now commonly practised, particularly with regard to the distinctive characteristics of the modes available under the rubric of Computer-Mediated Co
 mmunication (i.e. email, discussion lists, Internet Relay Chat, video-conferencing).

Absno:     80783
Title:     Impact of asynchronous and synchronous internet-based communication on collaboration and performance among K-12 teachers.
Author(s): B. Ohlund, C. Ho Yu, A. Jannasch-Pennell & S. A. Digangi
Source:    Journal of Educational Computing Research
ISSN:      0735-6331
Issue:     23(4) 2000 405-420

Abstract:
This study investigated the use of asynchronous (mailing lists) and synchronous (chat sessions) Internet-based communication and its impact on teachers' attitudes toward collaboration, activity completion rate, and test performance. In addition, the impact of collaboration on activity completion rate and teacher performance measured by objective tests was investigated. Although it was found that attitudes toward collaboration did not affect test performance, the data suggested a relationship between attitudes toward collaboration and use of Internet-based communication.

Absno:     81785
Title:     Native speakers or non-native speakers: who has the floor? Online and face-to-face interaction in culturally mixed small groups.
Author(s): M. R. Freiermuth
Source:    Computer Assisted Language Learning
ISSN:      0958-8221
Issue:     14(2) 2001 169-199

Abstract:
This study examines the interaction of mixed groups (two native speakers of English with two non-native speakers) both in traditional face-to-face conversation and in an online chat format to note any differences between the two groups. Because of the accumulating research pointing to computer-mediated communication (CMC) as a forum that provides hesitant learners with greater opportunities, it was expected that online interaction would prove to be more equitable than face-to-face conversation. Words and turns were recorded for each four-member group and then counted to measure equity. Besides differences in word and turn distribution, the transcripts revealed a number of interesting qualitative differences between the two groups. From the observations made in this study, the authors note that language learners not only contribute more often online, but the authors infer that they also feel more comfortable contributing and are less concerned about any language deficiencies t
 hat might cause them to refrain from speaking in a face-to-face setting. These findings are important to language/ESL teachers who plan language learning activities that mix NSs and NNSs together.

Absno:     81844
Title:     TELD: courseware engine as a virtual classroom for active and collaborative teaching.
Author(s): G. Q. Haung, B. Shen & K. L. Mak
Source:    International Journal of Engineering Education
ISSN:      0949-149X
Issue:     17(2) 2001 164-175

Abstract:
TELD is an on-line courseware engine over the World Wide Web. Firstly, TELD represents a method of 'teaching by examples and learning by doing' that unifies a number of contemporary methods such as problem-based learning (PBL), project-based learning (PBL) and case method (CM) in medical, engineering and business education respectively. Secondly, TELD serves as a web server for hosting teaching and learning materials especially based on the TELD method. Thirdly, TELD is a courseware search engine where educators are able to register their course materials and search for materials suitable for a particular course. Finally, TELD is an on-line virtual classroom for electronic delivery of electronic curriculum materials and for on-line conduct of many class activities. This last TELD feature is the subject matter of this paper. Like most commercial on-line course tools, TELD provides typical facilities such as syllabus tool, calendar of events, e-mail and live chat boxes, threade
 d forums, etc. However, what is unique with TELD is that it combines the above three features into one courseware engine. This paper focuses on explaining how TELD is used as a virtual classroom for active and collaborative teaching and learning. The TELD web site is currently at <http://www.teld.net/>.

Absno:     85055
Title:     An epistemological framework for analyzing student interactions in computer-mediated communication environments.
Author(s): J. Pena-Shaff, W. Martin & G. Gay
Source:    Journal of Interactive Learning Research
ISSN:      1093-023X
Issue:     12(1) 2001 41-68

Abstract:
As applications of computer-mediated communication (CMC) become more accepted for teaching, educators will need to understand the strengths and constraints of the diverse media that can support or impede learning and communication. The case study in this article examines communication patterns and learning processes of students who used two forms of mediated communication to discuss class topics: an asynchronous electronic bulletin board (BBS) and a synchronous text chat environment, Internet Relay Chat (IRC). Most of the discussions in the BBS environment were well structured and developed. However, very few students had what can be considered genuine interactions with peers. The postings on the BBS resembled private arguments and analyses about an issue posted to a public bulletin board. In contrast, the IRC discussions showed more collaboration, social interaction, and conflict. However, students spent more time socialising than focusing on the task at hand. Results sugges
 t that the BBS may be a useful tool for promoting critical thinking skills and reflective thought, although strategies need to be designed to increase students' interactions. Environments such as chat, used for specific discussion tasks, may be a good forum for idea-generation and immediate feedback, but do not encourage reflective thought.

Absno:     88847
Title:     Virtual networking for women and minorities.
Author(s): S. B. Knouse & S. C. Webb
Source:    Career Development International
ISSN:      1362-0436
Issue:     6(4) 2001 226-228

Abstract:
Networking is important for all employees to acquire the information, guidance, feedback, and social support necessary for career success. Women and minorities, however, do not have the large, strong, dense networks that white males have used to definite advantage. The article presents virtual networking (acquiring this important information through Internet resources) as a means of strengthening women and minority networks. It discusses how Web pages, email, chat rooms, and other Internet resources may improve these networks and makes recommendations for organisations to enhance virtual networking.

Absno:     95121
Title:     A discourse analysis of online classroom chats: predictors of cyber-student performance.
Author(s): A. Y. Wang, M. H. Newlin & T. L. Tucker
Source:    Teaching of Sociology
ISSN:      0098-6283
Issue:     28(3) 2001 222-226

Abstract:
The authors applied a discourse analysis (DA) to the electronic chat room discussions of a 16-week, Internet-based section of a class in statistical methods in psychology. This analysis revealed that across the semester, several DA categories (e.g., total number of student comments) were correlated with final grade in the class. An additional analysis involving only the chat room discussion of Week three revealed that two DA categories (i.e., student response to a problem or example given in lecture and total number of student comments) correlated with final grade in the class. The authors discuss the pedagogical implication of these results with regard to an instructor's ability to identify early warning predictors of student performance in the virtual classroom.

Absno:     96535
Title:     Barriers to STD/HIV prevention on the Internet.
Author(s): S. Salyers, M. McFarlane & D. King
Source:    Health Education Research
ISSN:      0268-1153
Issue:     16(6) 2001 661-670

Abstract:
Using the Internet as a mode for health promotion is appealing. There are important methodological considerations to the approach, but there are also important reasons why people will and will not participate in Internet interventions. This is a report on data from 4,601 people who completed an online survey of sexual risk behaviour in 2000. Most indicated they would visit a website for STD/HIV prevention information (61%), but fewer would open an e-mail (45%) or chat (30%) about the topic. Top reasons for rejecting website, e-mail and chat room education about STD/HIV are given. Logistic regression results showed men who have sex with men (MSM) and persons with a history of testing for STD are consistently more likely to endorse STD/HIV prevention through chat rooms (MSM 1.8, STD testers 1.3), e-mail (MSM 1.6, STD testers 1.2) and websites (MSM 1.8, STD testers 1.2). The data demonstrate the Internet may facilitate health promotion among MSM who may not be reached in a publi
 cly funded STD prevention setting. The Internet may also act as a good adjunct to STD information obtained in clinic settings among those who seek STD testing.

Absno:     98N/018
Title:     Correlates of maladaptive behavior in individuals with 5p- (cri du chat) syndrome.
Author(s): E. M. Dykens & D. J. Clarke
Source:    Developmental Medicine and Child Neurology
ISSN:      0012-1622
Issue:     39(11) 1997 752-756

Abstract:
This study examined the range, distinctiveness and correlates of maladaptive behaviour in 146 subjects with 5p- (cri du chat) syndrome using the Aberrant Behavior Checklist as a standardised measure.  Hyperactivity was the most significant and frequent problem in the sample.  Subjects with 5p- syndrome also showed aggression, tantrums, self-injurious behaviour and stereotypies; some of these problems were more pronounced in individuals with lower cognitive-adaptive levels, as well as in those with histories of previous medication trials.  Autistic-like features and social withdrawal were more characteristic of individuals with translocations as opposed to deletions, even when controlling for the lower adaptive level of the translocation group.  These findings encourage further research on the behaviour of individuals with 5p- syndrome.

Absno:     98N/019
Title:     Families of children with 5p- (cri du chat) syndrome: familial stress and sibling reactions.
Author(s): R. M. Hodapp, C. A. Wijma & L. L. Masino
Source:    Developmental Medicine and Child Neurology
ISSN:      0012-1622
Issue:     39(11) 1997 757-761

Abstract:
This research examined family stress and sibling reactions in families of children with 5p- (cri du chat) syndrome aged 1 to 18 years who were living at home.  In Study 1, 99 parents reported on themselves and their child with 5p-, as well as on family demographics, social supports and stress.  The best predictor of familial stress was the child's amount of maladaptive behaviour, accounting for 12 to 38 percent of the variance across different stress measures.  In Study 2, sibling concerns were examined in 44 unaffected siblings.  The major finding was that parents and siblings disagreed on the extent of the siblings' interpersonal concerns.  Parents reported that siblings felt ignored and misunderstood, whereas siblings themselves rated these concerns at much lower levels.

Absno:     99E/309
Title:     Information sharing in face-to-face, teleconferencing and electronic chat groups.
Author(s): K. A. Graetz, E. S. Boyle, C. E. Kimble, P. Thompson & J. L. Garloch
Source:    Small Group Research
ISSN:      1046-4964
Issue:     29(6) 1998 714-743

Abstract:
Laboratory groups attempted to reach consensus on a simulated business problem.  Members of four-person groups received information on whether three proposed systems met each of ten desired criteria.  Cast as a hidden profile problem, the information was distributed unevenly within the group.  Groups communicated using one of three formats: face-to-face, teleconference or electronic chat.  As predicted, cognitive workload was significantly higher and fewer correct decisions were obtained in the electronic chat condition versus the other two formats.  The electronic chat medium limited participants' ability to coordinate and verify information.  Electronic chat should be combined with collaboration technology or groupware that facilitates information storage, organisation and processing.  –Authors

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Absno:     00E/178,99T/208
Title:     The development of distance learning delivery systems.
Author(s): T. Prewitt
Source:    Higher Education in Europe
ISSN:      0379-7724
Issue:     23(2) 1998 187-194

Abstract:
The history of distance learning, traditionally a peripheral university activity, is briefly traced.  The advent of the British Open University with its renovated philosophy of distance learning and more recently of the new information and communication technologies and their application to distance education, has led to a revalorisation of open and distance education.  These technologies are rapidly blurring the distinction between traditional higher education and distance learning.  Various techniques of distance learning are described, particularly the electronic classroom and the electronic library.  These techniques, based as they are on text transmission, stand to improve the reading comprehension and writing skills of students even as they make radical changes in the positions, relative to one another, of students and teachers.  At the same time, the ease of electronic writing may lead to a decrease in required intellectual rigour, chat rooms producing chatter rather t
 han serious ideas.  Also, the economies of scale available via the information and communication technologies may lead to serious cut-backs in traditional higher education provision.  -Author

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Title:     Developing lifelong learners: a novel online problem-based ultrasonography subject.
Author(s): L. C. Minasian-Batmanian, A. J. Koppi & E. J. Pearson
Source:    Association for Learning Technology Journal
ISSN:      0968-7769
Issue:     8(1) 2000 50-61

Abstract:
This paper describes an online problem-based learning approach to the creation of a student-centred learning environment for the study of the biological sciences subject in the Graduate Diploma of Applied Science (Medical Ultrasonography) course at the University of Sydney.  The environment is interactive and collaborative, with all communication taking place online.  Students work in groups to study clinically relevant problems.  A Web-database system provides learner control in the process of knowledge acquisition, access to reference materials on the Internet and communication with the tutor and with peers through synchronous chat and asynchronous threaded discussion forums.  Other online features include a protocol for problem-solving, self-assessment and feedback opportunities, detailed help, streaming audio and video and pre-course, ongoing and post-course questionnaires.  This technology may be adpated to a range of disciplines and can also be utilised in on-campus tea
 ching.

Absno:     103330
Title:     A survey of the prevalence of stereotypy, self-injury and aggression in children and young adults with Cri du Chat syndrome.
Author(s): M. S. Ross Collins & K. Cornish
Source:    Journal of Intellectual Disability Research
ISSN:      0964-2633
Issue:     46(2) 2002 133-140

Abstract:
The aim of the present study was to determine the prevalence and frequency of stereotypy, self-injurious behaviour (SIB), and aggression in children and adults with Cri du Chat syndrome (CCS), and to investigate the relationship between SIB, aggressive behaviour and stereotypy in these individuals. Sixty-six families of children and adults diagnosed with CCS completed the Behaviour Problems Inventory. Additional information relating to gender, chronological age, type of school/postschool occupation and medication was also included in the survey. Stereotyped behaviour was reported for 82% of subjects, more than half the sample displaying it on a daily basis. The occurrence percentage of is topographies of SIB suggested that head banging, hitting the head against body parts, self-biting and rumination are the most frequently occurring behaviours in CCS. Aggressive behaviour was reported for 88%, with a statistically significant negative correlation between age and the number of
  aggressive behaviours reported. The present findings suggest that specific types of stereotypy and SIB are observed frequently in CCS.

Absno:     105423
Title:     How do students participate in synchronous and asynchronous online discussions?
Author(s): G. V. Davidson-Shivers, L. Y. Muilenburg & E. J. Tanner
Source:    Journal of Educational Computing Research
ISSN:      0735-6331
Issue:     25(4) 2001 351-366

Abstract:
The purpose of the study was to investigate how graduate students (N<F> = 14) participated in on-line discussions over a two-week period to determine the utility of synchronous and asynchronous modes of discussion. The types and amounts of communication statements that participants made in chats and threaded discussions were analysed using a coding scheme developed by the researchers. Students were randomly assigned to either a small group chat or threaded discussion during one week. In the second week, the groups switched discussion modes and another topic question was provided. The researchers coded the transcribed discussions to determine whether the students' participation was substantive (directly related to the topic) or non-substantive (not directly related to the content) in nature. Results indicated that overall students' discussions included nine types of substantive and non-substantive comments. However, the participants when in the chat showed greater numbers of r
 esponding and reacting statements (substantive types) in both weeks than when participating in the threaded discussions. The majority-female group tended to make more comments overall in both types of discussion than did the majority-male group. Student surveys asking for their opinions about these modes of discussion were administered at various points in the semester. Some students found it difficult to follow the dialogue in the chat, but overall enjoyed this type of interaction. The students also enjoyed the threaded discussion for its convenience factor. The computer and on-line skills improved based on the student surveys. The results of the study indicate that both types of discussion are liked and should be considered viable options in on-line learning communities.

Absno:     109419
Title:     IRC Français: the creation of an Internet-based SLA community.
Author(s): J. M. Hudson & A. S. Bruckman
Source:    Computer Assisted Language Learning
ISSN:      0958-8221
Issue:     15(2) 2002 109-134

Abstract:
Research into text-based chat environments for foreign language learning has shown that discussions online have a significantly different character from those in the classroom. In this paper, the authors begin with a brief design history of one of these environments: IRC Français. Their experience both illustrates the challenges involved in moving these chat environments from the language lab to the Internet and offers insight into some of the causes of these changes in conversation. The initial challenges they encountered ranged from ethical difficulties in doing research in Internet-based chat environments to bootstrapping a synchronous community. After exploring these challenges, they present a study taking a closer look at the interactions online and in the classroom over the course of a semester. During this semester, classroom interaction was largely teacher-oriented, despite the best efforts of the teachers involved. Even though teachers initiated online conversations
 in the same way, however, online interaction was student-driven and significantly more interactive. These observations lend credibility to the language ego permeability theory and its emphasis on inhibition. Quantitative findings of this study mirror a number of other studies. Qualitative findings suggest that important features of the medium lead students to feel more comfortable in the online environment. In particular, the "almost real-time' nature of this medium seems to offer a blend of benefits that arise in both face-to-face conversation and asynchronous interaction. In doing so, however, some new challenges are introduced. The authors conclude with some suggestions for new research directions into both these challenges and more general issues in second language acquisition in online environments.

Absno:     110744
Title:     Liar, liar! an examination of how open, supportive and honest people are in chat rooms.
Author(s): M. T. Whitty
Source:    Computers in Human Behavior
ISSN:      0747-5632
Issue:     18(4) 2002 343-352

Abstract:
This research had two aims. Firstly, to examine availability of emotional support in chat rooms, and secondly, to investigate openness and dishonesty in chat rooms. Three hundred and twenty respondents (160 women and 160 men) filled out the 'Chat Room Survey'. It was found that people who spend more time in chat rooms were more likely to be open about themselves, receive emotional support, and give emotional support. Women were more likely than men to give emotional support. Men were more likely to than women to lie, and were more likely to lie about their socio-economic status. In contrast, women were more likely than men to lie for safety reasons. This study challenges some past speculations about online relationships, and argues that future research must consider demographic details more when examining interactions on the Internet.

Absno:     115438
Title:     Peer-to-peer networking collaboration within education.
Author(s): K. Curran
Source:    Journal of Educational Multimedia and Hypermedia
ISSN:      1055-8896
Issue:     11(1) 2002 21-30

Abstract:
Education is becoming increasingly collaborative with the advent of the Internet, so it is no surprise that educators around the world are seeking improved methods of collaborating through the medium of the Internet. The authors have developed a web-based collaborative system, which enables educators to collaborate with remote colleagues on projects. They can use tools such as a web cam, e-mail, whiteboard, and a chat room applet. The educator also has access to other educators through the chat room applet and can browse through the history to check whether questions have been previously answered. Remote control software allows each educator to take control of each other's machine in order to troubleshoot problems and/or demonstrate formulas. The purpose of this effort is to conduct research directed toward the development of a prototype electronic environment to support a geographically distributed group, which is conducting team science. The system is in everyday use and he
 re the authors demonstrate the many benefits of such a collaborative environment.

Absno:     132109
Title:     Integrating a virtual learning environment into an introductory accounting course: determinants of student motivation.
Author(s): P. de Lange, T. Suwardy & F. Mavondo
Source:    Accounting Education
ISSN:      0963-9284
Issue:     12(1) 2003 1-14

Abstract:
Technological change is altering the way educators deliver subject content. The phenomenal growth and widespread acceptance of the Internet has seen the creation of the Virtual Learning Environment (VLE) in higher education. For the ease of integration of VLEs in higher education, software companies have provided products such as WebCT and Blackboard. From a pedagogical perspective, new technologies must be evaluated in an effort to establish whether their introduction has had a beneficial impact on learning outcomes. To this end, this investigation examines the attitudes of undergraduate accounting students in relation to a number of design features and attributes of WebCT (e.g. bulletin boards, on-line assessment and chat room) as a VLE. Responses from 292 on-campus undergraduate students provided data which associates four factors with improved student motivation. This study found that student satisfaction with the use of a VLE is significantly associated with the provisio
 n of: lecture notes, bulletin board, on-line assessment and other tools (chat and video summaries). The diagrammatic representation of the variables identified in this study provides a useful reference point for those educators contemplating the implementation of a VLE.

Absno:     134117
Title:     Using information technology to promote multi-cultural case teaching: a pedagogical framework.
Author(s): R. Benbunan-Fich & W. A. Stoever
Source:    Journal of Teaching in International Business
ISSN:      0897-5930
Issue:     14(2-3) 2003 13-27

Abstract:
Case studies are an important component of International Business (IB) courses. However, in-class discussion of case studies suffers from temporal and spatial limitations and, frequently, the limitation of being confined to a single cultural perspective. The development of new forms of computer-mediated communication (such as email, chat rooms, threaded computer conferences, etc.) offers new possibilities to overcome these constraints. Synchronous (same-time) communication via chat rooms or desktop video-conferences may include participants from remote locations who otherwise would be unable to attend class sessions. Non-simultaneous (asynchronous) communication via e-mail and/or threaded discussion conferences can complement traditional in-class discussions and extend the learning environment beyond the assigned classroom meeting times. These new communication possibilities can enable instructors and students from different countries and zones to participate in case discussi
 ons and to enrich the cultural dimension of such discussions. This paper presents a framework to classify the different strategies for improving case study discussion with the use of computer-mediated communications and enriching such discussions with the integration of different cultural perspectives.

Absno:     136991
Title:     The use of chat rooms in an ESL setting.
Author(s): Y. Yuan
Source:    Computers and Composition
ISSN:      8755-4615
Issue:     20(2) 2003 194-206

Abstract:
This article explores the combination of online chat rooms with regular classroom interactions in a personalised English programme and its potentials to enhance second language development. Two non-native English speaking university professionals participated in a one-hour online chatting session each week with me for ten weeks in addition to weekly classroom meetings. Printouts of the chat sessions were used in subsequent classroom discussions and were analysed for the present study. Qualitative and quantitative analyses of the data show that the participants sometimes noticed the errors they made in their online chatting and initiated repairs on them. Such noticing of linguistic forms has positive effects on learners and is necessary for language acquisition to occur. These results suggest that the face-to-face interactions may have highlighted the participants' language problems and enhanced their awareness of such problems whereas the online chatting provided the particip
 ants a unique opportunity to put their grammatical knowledge to practice through meaningful communication.

Absno:     137028
Title:     From recreation to reflection: digital conversations in educational contexts.
Author(s): C. Burnett, P. Dickinson, J. McDonagh, G. Merchant, J. Myers & J. Wilkinson
Source:    L1-Educational Studies in Language and Literature
ISSN:      1567-6617
Issue:     3(1-2) 2003 149-167

Abstract:
The Teacher Training Agency's recent drive to increase flexibility in Initial Teacher Training provision in the UK has prompted a growing interest in distance learning. A number of higher education providers are now using new technology and new forms of communication in their course delivery. Among the various forms available, synchronous online chat, usually associated with social or recreational interaction, has attracted little attention in the research literature. This medium requires new approaches and skills as participants struggle to make meaning in multi-stranded conversations. Building on previous studies that have explored the innovative use of language in recreational chat, this study focuses on student discussions in the context of educational chat. It explores how student teachers can use this electronic environment to discuss educational issues, and in so doing, gain experience of the communicative potential of new media. Analysis of the ways in which these stu
 dents use language in this environment is followed by some initial thoughts about the potential of synchronous chat as a medium for learning within an educational context. This paper identifies key elements in the organisation of educational chat and provides insight into the strategies used by participants.

Absno:     67350
Title:     Productivity tool and cognitive stimulator.
Author(s): W.L. Harrell Jr
Source:    Journal of Educational Computing Research
ISSN:      0735-6331
Issue:     22(1) 2000 75-104

Abstract:
Personal computers today are able to play natural sounding human speech and provide full-screen interactive video. Computers can also allow users to communicate globally and to interact with one another in real-time using chat lines, Webcams (Web cameras), etc. Such virtual communication avenues offer opportunities for authentic language use between native and non-native. Furthermore, CD-ROMS used with laptop computers can offer language instruction almost anywhere on demand. With so many possibilities available, broadly speaking, the computer can be used essentially in three ways for language teaching. It can be used to present material to the entire class; it can be used by small groups of learners working collaboratively at the screen, either in the classroom or on a self-access basis; and it can be used as an individual resource either in the classroom or on a self-access basis. Whenever the computer is used in any of the three ways for language teaching, it can be utilis
 ed as a productivity tool and as an instrument for promoting higher-order thinking skills-in other words, as a cognitive stimulator. This article considers the role of cognition in language learning and explores constructivism and Bloom's taxonomy of higher-order thinking skills. By noting how computer-assisted language learning (CALL) and cognitive development are linked, we can understand why the computer is under-utilised as a promoter of higher-order thinking skills and suggests ways to remedy that situation for language learning with computers.

Absno:     67982
Title:     Beyond chat on the internet.
Author(s): A.L. Ingram, L.G. Hathorn & A Evans
Source:    Computers & Education
ISSN:      0360-1315
Issue:     35(1) 2000 21-36

Abstract:
Synchronous Computer Mediated Communications (CMC) are becoming increasingly important to education. Not only do they offer quick access to information over the Internet, but they also fit well into the current emphasis on collaboration and communications in education in general. The simplest such programmes, such as Internet Relay Chat, allow learners to exchange information in real time. Others, such as, MUDs and MOOS, immerse learners into a virtual world, although still entirely text-based. Other synchronous CMC or chat programmes include 2D graphical backgrounds, characters associated with each participant, props and costumes for those characters, and other elements that enhance the communications experience. This paper describes the opportunities and pitfalls of using graphical chat programmes in education, in addition to ongoing research and development. Some guidelines for using the programme in education are derived from both our research and our experience.

Absno:     70068
Title:     Burrowing through the network wires: does distance detract from collaborative authentic learning?
Author(s): A. A. Carr-Chellman, D. Dyer & J. Breman
Source:    Journal of Distance Education
ISSN:      0830-0445
Issue:     15(1) 2000 39-62

Abstract:
This study focuses on the feasibility of using authentic problem-based collaboration at a distance. In order to understand this question fully, the authors compared a traditional residential introductory instructional design (ID) course with another that was offered as a modified distance education course. Students from a traditional university (Trad U) in an introductory ID course were assigned a major complex ID project with an authentic context and SME to work with. The same faculty member gave students from a distance education institution (Dist U) a similar project with similar resources. Data collected included background surveys, reflective student journal entries, e-mail records, pre- and post-individual interviews, classroom observations, and actual class products from both groups. In addition, for the distance education group audioconference transcripts, IRC chat records, and Web discussion board artifacts were collected and analysed. The study found that it is poss
 ible to enact authentic learning and distance collaboration within modified distance education when learners are advanced in their studies, have had previous experiences collaborating at a distance with smaller projects, and are prepared for the challenge of authentic experiences by seeing a strong relevance to their own work.

Absno:     76301
Title:     CALL befins with a 'C': interaction in computer-mediated language learning.
Author(s): M. Harrington & M. Levy
Source:    System
ISSN:      0346-251X
Issue:     29(1) 2001 15-26

Abstract:
Recent calls have been made to anchor CALL theory and practice in the Instructed SLA/Interaction Account of language learning. This move, it is argued, will provide CALL with a principled framework for research and theory development. Although the authors agree with these authors that much current CALL research lacks a transparent and coherent theoretical foundation, they believe the Interaction Account, as it stands, has significant shortcomings when applied directly to CALL. At issue is the nature of second language learning, the relationship between face-to-face and computer-mediated interaction, and the effects of technology on second language communication and learning. the authors argue that the Interaction Account evokes an overly narrow view of CALL, and that it does not differentiate sufficiently between the types of CALL now commonly practised, particularly with regard to the distinctive characteristics of the modes available under the rubric of Computer-Mediated Co
 mmunication (i.e. email, discussion lists, Internet Relay Chat, video-conferencing).

Absno:     80783
Title:     Impact of asynchronous and synchronous internet-based communication on collaboration and performance among K-12 teachers.
Author(s): B. Ohlund, C. Ho Yu, A. Jannasch-Pennell & S. A. Digangi
Source:    Journal of Educational Computing Research
ISSN:      0735-6331
Issue:     23(4) 2000 405-420

Abstract:
This study investigated the use of asynchronous (mailing lists) and synchronous (chat sessions) Internet-based communication and its impact on teachers' attitudes toward collaboration, activity completion rate, and test performance. In addition, the impact of collaboration on activity completion rate and teacher performance measured by objective tests was investigated. Although it was found that attitudes toward collaboration did not affect test performance, the data suggested a relationship between attitudes toward collaboration and use of Internet-based communication.

Absno:     81785
Title:     Native speakers or non-native speakers: who has the floor? Online and face-to-face interaction in culturally mixed small groups.
Author(s): M. R. Freiermuth
Source:    Computer Assisted Language Learning
ISSN:      0958-8221
Issue:     14(2) 2001 169-199

Abstract:
This study examines the interaction of mixed groups (two native speakers of English with two non-native speakers) both in traditional face-to-face conversation and in an online chat format to note any differences between the two groups. Because of the accumulating research pointing to computer-mediated communication (CMC) as a forum that provides hesitant learners with greater opportunities, it was expected that online interaction would prove to be more equitable than face-to-face conversation. Words and turns were recorded for each four-member group and then counted to measure equity. Besides differences in word and turn distribution, the transcripts revealed a number of interesting qualitative differences between the two groups. From the observations made in this study, the authors note that language learners not only contribute more often online, but the authors infer that they also feel more comfortable contributing and are less concerned about any language deficiencies t
 hat might cause them to refrain from speaking in a face-to-face setting. These findings are important to language/ESL teachers who plan language learning activities that mix NSs and NNSs together.

Absno:     81844
Title:     TELD: courseware engine as a virtual classroom for active and collaborative teaching.
Author(s): G. Q. Haung, B. Shen & K. L. Mak
Source:    International Journal of Engineering Education
ISSN:      0949-149X
Issue:     17(2) 2001 164-175

Abstract:
TELD is an on-line courseware engine over the World Wide Web. Firstly, TELD represents a method of 'teaching by examples and learning by doing' that unifies a number of contemporary methods such as problem-based learning (PBL), project-based learning (PBL) and case method (CM) in medical, engineering and business education respectively. Secondly, TELD serves as a web server for hosting teaching and learning materials especially based on the TELD method. Thirdly, TELD is a courseware search engine where educators are able to register their course materials and search for materials suitable for a particular course. Finally, TELD is an on-line virtual classroom for electronic delivery of electronic curriculum materials and for on-line conduct of many class activities. This last TELD feature is the subject matter of this paper. Like most commercial on-line course tools, TELD provides typical facilities such as syllabus tool, calendar of events, e-mail and live chat boxes, threade
 d forums, etc. However, what is unique with TELD is that it combines the above three features into one courseware engine. This paper focuses on explaining how TELD is used as a virtual classroom for active and collaborative teaching and learning. The TELD web site is currently at <http://www.teld.net/>.

Absno:     85055
Title:     An epistemological framework for analyzing student interactions in computer-mediated communication environments.
Author(s): J. Pena-Shaff, W. Martin & G. Gay
Source:    Journal of Interactive Learning Research
ISSN:      1093-023X
Issue:     12(1) 2001 41-68

Abstract:
As applications of computer-mediated communication (CMC) become more accepted for teaching, educators will need to understand the strengths and constraints of the diverse media that can support or impede learning and communication. The case study in this article examines communication patterns and learning processes of students who used two forms of mediated communication to discuss class topics: an asynchronous electronic bulletin board (BBS) and a synchronous text chat environment, Internet Relay Chat (IRC). Most of the discussions in the BBS environment were well structured and developed. However, very few students had what can be considered genuine interactions with peers. The postings on the BBS resembled private arguments and analyses about an issue posted to a public bulletin board. In contrast, the IRC discussions showed more collaboration, social interaction, and conflict. However, students spent more time socialising than focusing on the task at hand. Results sugges
 t that the BBS may be a useful tool for promoting critical thinking skills and reflective thought, although strategies need to be designed to increase students' interactions. Environments such as chat, used for specific discussion tasks, may be a good forum for idea-generation and immediate feedback, but do not encourage reflective thought.

Absno:     88847
Title:     Virtual networking for women and minorities.
Author(s): S. B. Knouse & S. C. Webb
Source:    Career Development International
ISSN:      1362-0436
Issue:     6(4) 2001 226-228

Abstract:
Networking is important for all employees to acquire the information, guidance, feedback, and social support necessary for career success. Women and minorities, however, do not have the large, strong, dense networks that white males have used to definite advantage. The article presents virtual networking (acquiring this important information through Internet resources) as a means of strengthening women and minority networks. It discusses how Web pages, email, chat rooms, and other Internet resources may improve these networks and makes recommendations for organisations to enhance virtual networking.

Absno:     95121
Title:     A discourse analysis of online classroom chats: predictors of cyber-student performance.
Author(s): A. Y. Wang, M. H. Newlin & T. L. Tucker
Source:    Teaching of Sociology
ISSN:      0098-6283
Issue:     28(3) 2001 222-226

Abstract:
The authors applied a discourse analysis (DA) to the electronic chat room discussions of a 16-week, Internet-based section of a class in statistical methods in psychology. This analysis revealed that across the semester, several DA categories (e.g., total number of student comments) were correlated with final grade in the class. An additional analysis involving only the chat room discussion of Week three revealed that two DA categories (i.e., student response to a problem or example given in lecture and total number of student comments) correlated with final grade in the class. The authors discuss the pedagogical implication of these results with regard to an instructor's ability to identify early warning predictors of student performance in the virtual classroom.

Absno:     96535
Title:     Barriers to STD/HIV prevention on the Internet.
Author(s): S. Salyers, M. McFarlane & D. King
Source:    Health Education Research
ISSN:      0268-1153
Issue:     16(6) 2001 661-670

Abstract:
Using the Internet as a mode for health promotion is appealing. There are important methodological considerations to the approach, but there are also important reasons why people will and will not participate in Internet interventions. This is a report on data from 4,601 people who completed an online survey of sexual risk behaviour in 2000. Most indicated they would visit a website for STD/HIV prevention information (61%), but fewer would open an e-mail (45%) or chat (30%) about the topic. Top reasons for rejecting website, e-mail and chat room education about STD/HIV are given. Logistic regression results showed men who have sex with men (MSM) and persons with a history of testing for STD are consistently more likely to endorse STD/HIV prevention through chat rooms (MSM 1.8, STD testers 1.3), e-mail (MSM 1.6, STD testers 1.2) and websites (MSM 1.8, STD testers 1.2). The data demonstrate the Internet may facilitate health promotion among MSM who may not be reached in a publi
 cly funded STD prevention setting. The Internet may also act as a good adjunct to STD information obtained in clinic settings among those who seek STD testing.

Absno:     98N/018
Title:     Correlates of maladaptive behavior in individuals with 5p- (cri du chat) syndrome.
Author(s): E. M. Dykens & D. J. Clarke
Source:    Developmental Medicine and Child Neurology
ISSN:      0012-1622
Issue:     39(11) 1997 752-756

Abstract:
This study examined the range, distinctiveness and correlates of maladaptive behaviour in 146 subjects with 5p- (cri du chat) syndrome using the Aberrant Behavior Checklist as a standardised measure.  Hyperactivity was the most significant and frequent problem in the sample.  Subjects with 5p- syndrome also showed aggression, tantrums, self-injurious behaviour and stereotypies; some of these problems were more pronounced in individuals with lower cognitive-adaptive levels, as well as in those with histories of previous medication trials.  Autistic-like features and social withdrawal were more characteristic of individuals with translocations as opposed to deletions, even when controlling for the lower adaptive level of the translocation group.  These findings encourage further research on the behaviour of individuals with 5p- syndrome.

Absno:     98N/019
Title:     Families of children with 5p- (cri du chat) syndrome: familial stress and sibling reactions.
Author(s): R. M. Hodapp, C. A. Wijma & L. L. Masino
Source:    Developmental Medicine and Child Neurology
ISSN:      0012-1622
Issue:     39(11) 1997 757-761

Abstract:
This research examined family stress and sibling reactions in families of children with 5p- (cri du chat) syndrome aged 1 to 18 years who were living at home.  In Study 1, 99 parents reported on themselves and their child with 5p-, as well as on family demographics, social supports and stress.  The best predictor of familial stress was the child's amount of maladaptive behaviour, accounting for 12 to 38 percent of the variance across different stress measures.  In Study 2, sibling concerns were examined in 44 unaffected siblings.  The major finding was that parents and siblings disagreed on the extent of the siblings' interpersonal concerns.  Parents reported that siblings felt ignored and misunderstood, whereas siblings themselves rated these concerns at much lower levels.

Absno:     99E/309
Title:     Information sharing in face-to-face, teleconferencing and electronic chat groups.
Author(s): K. A. Graetz, E. S. Boyle, C. E. Kimble, P. Thompson & J. L. Garloch
Source:    Small Group Research
ISSN:      1046-4964
Issue:     29(6) 1998 714-743

Abstract:
Laboratory groups attempted to reach consensus on a simulated business problem.  Members of four-person groups received information on whether three proposed systems met each of ten desired criteria.  Cast as a hidden profile problem, the information was distributed unevenly within the group.  Groups communicated using one of three formats: face-to-face, teleconference or electronic chat.  As predicted, cognitive workload was significantly higher and fewer correct decisions were obtained in the electronic chat condition versus the other two formats.  The electronic chat medium limited participants' ability to coordinate and verify information.  Electronic chat should be combined with collaboration technology or groupware that facilitates information storage, organisation and processing.  -Authors

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*The following references are from the ERIC - CIJE & RIE 1990 - March 2004 database using* *Dialog@Site* *(TM)*

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ED464233 CE083191

Title: Designing Online Learning. Knowledge Series: A Topical, Start-Up

Guide to Distance Education Practice and Delivery.

Author(s) Mishra, Sanjaya

Author Affiliation: Commonwealth of Learning, Vancouver (British

Columbia).(BBB30070) Pages: 7

Publication Date: 2001

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ED464135 TM033818

Title: Integrating Technology in the Classroom Using Virtual Teams.

Author(s) Enger, John M.; Lacey, Candace H.; Bacallao, Mary Kay Pages:

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Publication Date: April 01, 2002

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Database: ERIC - CIJE & RIE 1990 - March 2004

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Title: User Evaluation Survey of Digital Reference Services: Methodology

and Results.

Author(s) Butler, John T.; Armson, Rossana; Caron, Anne Hoffman; Stemper,

James A. Pages: 80

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Title: The Value of an Additional Native Speaker in the English Language

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Author(s) Lynch, Tony; Anderson, Kenneth

Source: Edinburgh Working Papers in Applied Linguistics, n11 p69-80 2001

Pages: 13

Publication Date: 2001

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Database: ERIC - CIJE & RIE 1990 - March 2004

EJ648185 SP530191

Title: Impact of Positive Interdependence during Electronic Quizzes on

Discourse and Achievement.

Author(s) Jensen, Murray; Johnson, David W.; Johnson, Roger T.

Source: Journal of Educational Research, v95 n3 p161-66 Jan-Feb 2002

Publication Date: 2002

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Database: ERIC - CIJE & RIE 1990 - March 2004

EJ648126 SO534826

Title: A Discourse Analysis of Online Classroom Chats: Predictors of

Cyber-Student Performance.

Author(s) Wang, Alvin Y.; Newlin, Michael H.; Tucker, Travis L.

Source: Teaching of Psychology, v28 n3 p222-26 Sum 2001

Publication Date: 2001

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Database: ERIC - CIJE & RIE 1990 - March 2004

EJ647488 IR545477

Title: Internet-Supported Management Education.

Author(s) Dos Santos, Brian L.; Wright, Andrew L.

Source: Information Services Use, v21 n2 p53-64 2001

Publication Date: 2001

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Database: ERIC - CIJE & RIE 1990 - March 2004

EJ647289 FL532641

Title: Using Internet Relay Chat in Teaching Chinese.

Author(s) Xie, Tianwei

Source: CALICO Journal, v19 n3 p513-24 2002

Publication Date: 2002

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EJ646889 CS762493

Title: Louise Rosenblatt Seeks QtAznBoi@aol.com for LTR: Using Chat Rooms

in Interdisciplinary Middle School Classrooms.

Author(s) Albright, James; Purohit, Kiran; Walsh, Christopher

Source: Journal of Adolescent Adult Literacy, v45 n8 p692-705 May 2002

Publication Date: 2002

Record 10 of 100

Database: ERIC - CIJE & RIE 1990 - March 2004

EJ645667 IR545472

Title: Creating an Instant Messaging Reference System.

Author(s) Fagan, Jody Condit; Calloway, Michele

Source: Information Technology and Libraries, v20 n4 p202-12 Dec 2001

Publication Date: 2001

Record 11 of 100

Database: ERIC - CIJE & RIE 1990 - March 2004

EJ645115 EC629871

Title: Reply to Charman et al.'s Commentary on the Modified Checklist for

Autism in Toddlers.

Author(s) Robins, Diana L.; Fein, Deborah; Barton, Marianne L.; Green,

James A.

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Author Affiliation: Associated Writing Programs.(BBB13710)

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Author(s) Patterson, Rory

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Author Affiliation: Nancy Univ., (France). Centre de Recherches et

d'Applications Pedagogiques en Langues.(BBB15128)

Source: Melanges Pedagogiques, 1986-87 Pages: 171

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Author(s) Sohner, Linda; Mitchell, Pamela

Source: Journal of Communication Disorders, v24 n1 p13-20 Feb 1991

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Author(s) Buzash, Michael D. Pages: 11

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Author(s) Higginson, Roy

Source: Journal of Child Language, v17 n2 p473-79 Jun 1990

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Author(s) MacWhinney, Brian; Snow, Catherine

Source: Journal of Child Language, v17 n2 p457-72 Jun 1990

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mosaique; Bons Baisers, a bientot; Vieux Chat et jeune souris (Practical

Ideas: Forks, and Bread; The Revolution in Mosaic; Hugs and Kisses, See

You Later; Old Cat and Young Mouse).

Author(s) Lauzeral, Isabelle; And Others

Source: Francais dans le Monde, n225 pI-VIII May-Jun 1989

Publication Date: 1989