

PROMINENCE OF SCHOLARLY TEACHER IMMEDIACY TERMINOLOGY AND
REFERENCES IN 1999 TO 2007 ONLINE TEACHING TEXTBOOKS

by

Erik Paul Bean

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education in Educational Leadership

UNIVERSITY OF PHOENIX

January 2008

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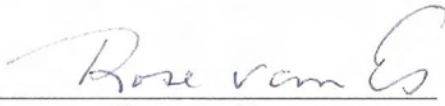
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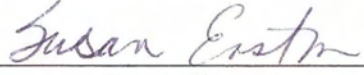
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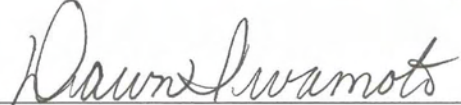
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ABSTRACT

Since the 1920s, textbook critics have maintained that textbooks should offer a homogenous editorial approach, including an acknowledgment of a mix of author opinion and scholarly research. Several researchers indicated that some textbooks are not homogenous. The purpose of this quantitative content analysis study was to examine whether independently-authored online education textbooks published from 1999 to 2007 included acknowledgment of scholarly studies pertaining to a teaching technique termed immediacy. For this study, teacher immediacy in the online classroom has been operationalized as non-verbal teacher communications that foster psychological closeness and acknowledge student feelings in a timely manner. This study examined terminology related to immediacy in the first four chapters and chapter titles. The results indicated the textbooks did not prominently acknowledge immediacy terminology and did not include peer-reviewed scholarly immediacy references. Compared to terminology related to general student collaboration, the textbooks did not convey significant terminology related to student feelings or closeness, thus the textbooks did not offer a homogeneous approach regarding immediacy scholarship.

DEDICATION

I would like to dedicate this dissertation to my wife Stacey, daughter Blair, and son Ethan. Thank you for your patience and our time sacrificed to allow me to pursue this important paper.

ACKNOWLEDGEMENTS

Several people served as a vital part of my academic journey and success. I would first like to thank my Chair Dr. Rose van Es and Committee Dr. Julie Hamlin and Dr. Susan Easton for their patience, guidance, and commitment in helping me to produce a dissertation that meets the expected quality of the University of Phoenix. I am especially grateful for the insight into immediacy that Dr. Easton provided. A thank you goes to Steve Randel for taking time to meet with me and best reflect on the descriptive statistics as well as tabulating the data. Dr. Steve Lacy is commended for his assistance with sampling. LanguageOnline.us editing service deserves a thank you too for their quality attention to detail and responsiveness. Finally, I also would like to thank my University of Phoenix Academic Counselor Lauralyn Padglick for her friendly telephone calls and email reminders that helped keep me in compliance with School of Advanced Studies requirements.

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CHAPTER 1: INTRODUCTION

Numerous studies have illustrated that scholarly research has an important role in the creation of effective and credible textbooks in many fields (Alred, 2006; Bleiklie & Powell, 2005; Griggs, Proctor, & Cook, 2004; Laidlaw, Harden, Robertson, & Hesketh, 2003; Lewis, 2006; Withrow et al., 2004). Researchers examined business education, knowledge creation in general, psychology education, marketing, medical education, and criminal justice respectively, to determine whether textbooks included acknowledgment of published scholarly research and in some studies, scholarly terminology. Findings indicated scholarly journal references were limited (Alred, 2006; Griggs & Marek, 2001; Griggs et al., 2004).

For example, after examining a stratified sample of 15 introductory psychology textbooks published from 1999 to 2002, Griggs, Proctor and Cook (2004) discovered that no journal articles were cited. According to Griggs et al. (2004), “The texts do not even use common vocabulary (e.g. Zechmeister & Zeckmeister, 2000), much less cite the same articles and books” (p. 115). The studies suggested an imbalanced blend of the author’s voice with text supported by research and little commonality among chapter terminology and the order of discussion topics.

One way to approach testing whether or not a textbook cites scholarly references and germane terminology is to track specific well-documented, peer-reviewed scholarly studies. No studies have been found to have examined journal article reference count and terminology usage in textbooks related to the growing field of online education. As will be discussed, compelling scholarly evidence indicates the best practice of teacher immediacy can lead to more satisfied online students and higher attendance (Arbaugh,

2001; Rocca, 2004). Therefore, germane scholarly immediacy terminology can serve as such a test.

In the early 1970s, Mehrabian, a scholar at the University of California, popularized the immediacy principle. Regarding the immediacy principle, Mehrabian (2007) recently said, “The association of immediacy with liking, preference, and generally good feelings on the one hand and the association with nonimmediacy with dislike, discomfort, and other unpleasant feelings lead to numerous applications” (p. 109). Teacher immediacy in the online classroom has been operationalized for this study as non-verbal teacher communications that foster psychological closeness and acknowledge student feelings in a timely manner (Dupin-Bryant, 2004; Easton & Katt, 2005; Mehrabian, 1971; 2007).

Researchers have scrutinized the practice of online teacher education over the past decade (Brown, 2006; Day, Smith, & Muma, 2006; Lao, 2002; Moskal, Dziuban, Upchurch, Hartman, & Truman, 2006). Online classrooms in which teacher immediacy is practiced illustrate higher student retention and a more satisfying student experience (Arbaugh, 2001; Dahl, 2004; Dupin-Bryant, 2004; Rocca, 2004). Scholars continue to debate how to utilize teacher immediacy in new ways in the online teaching environment.

Chapter 1 includes a discussion of the three schools of thoughts describing how authors write textbooks. Next, the connection between teacher immediacy and the effectiveness of immediacy in the online classroom is examined. The chapter also presents a discussion of the background of the problem associated with knowledge creation and how terminology is used in professions such as the ones discussed above.

One theory of scholarly knowledge is to supply professions with useful information and best practices (Bleiklie & Powell, 2005). Researchers conducting scholarly studies usually generate new terminology that allows for better communication in professions. Such terminology emerges through technological or medical breakthroughs or when the language of a particular field is refined as the field changes (He, 2004). Chapter 1 provides a further overview of the Griggs et al. (2004) introductory psychology textbook study that noted textbook content does not adequately transfer scholarly knowledge.

One of the three schools of thoughts regarding the formulation of textbook content, according to Coppola, Hiltz, and Rotter (2002), is that authors with field experience often write textbooks. If this were solely the case, textbooks would contain little or no scholarly citations. However, according to DeGroot and Marshak (1978), a second school of thought indicates that scholars with little practical experience author textbooks. The latter school of thought includes a recommendation that textbook authors include information generated by academicians and by those with practical experience (Arnold, 1993).

Thus, a debate about how such textbook content is developed has contributed to the following quantitative content analysis research study. The purpose of the study, however, is to examine textbook content in the growing field of online teaching to test how scholarly immediacy studies were acknowledged. The study also will quantify the number of immediacy terms prominently found in the first four chapters of online teaching textbooks dated 1999 to 2007.

A sample of 19 popular independently authored online teaching textbooks found on the Amazon.com internet site, was selected for the study. These books were found using the words *online* and *teaching* or *learning* in the search parameter under the *textbooks* menu tab. A popular textbook is one that lists its sales ranking as the highest on the day the textbook is searched using the selected terms in the Amazon.com search engine. See Population under chapter 3 for a complete definition of the textbooks.

Prominent teacher immediacy studies, those that were peer-reviewed and included *immediacy* in the title or in an abstract, were examined to determine how frequently the online education textbooks include citations of scholarly research. Finally, definitions of online teacher immediacy were divided into two groups, broad and minor to count scholarly citations and terminology related to immediacy in the textbooks. The terminology scale included a selection of 23 terms.

The broad group included 17 words that operationalize teacher behaviors ranging from *feelings*, *closeness* and *proximity* that Mehrabian (1971; 2007) tied to immediacy as well as Jones and Wirtz (2006) terminology equating *emotions* tied to immediacy to terms that operationalize student behavior such as *collaboration*, *engagement*, and *interaction*. Minor terms are those associated with the instructor's timely student feedback.

Background of the Problem

Online education is a relatively new field when compared to psychology education. According to Griggs, Proctor, and Cook (2004) psychology education has more than 100 years of peer reviewed scholarly studies available for textbook content. Their sample of psychology education textbooks had a broad range encompassing

thousands of scholarly studies that could have been included in their chapters. However, the field of online education dates back to the early 1990s (Lao, 2002).

The sample online teaching textbooks used in this study covered asynchronous and synchronous education practices which have “not been found to be arguably effective and many higher education institutions are struggling how to best implement it [online education]” (Lao, 2002, p. 12). As online education evolves, further research into the effectiveness of online education is needed (Brown, 2006; Day et al., 2006; Moskal et al., 2006). Although the field of online higher education is expanding, the pool of peer-reviewed bibliographic citations is smaller than research available in established fields, such as psychology education.

As noted earlier, Griggs et al. (2004) noted 37,590 bibliographical entries upon examining textbooks from 1985 to 1989. However, not one bibliographical entry was attributed to a scholarly psychology study. In consideration of the vast numbers of psychology scholarly journal citations, the finding was contradictory.

Because asynchronous and synchronous online classes have only been available more widely since the mid-1990s according to Lao (2002), a large number of bibliographical entries would not be expected among the 19 online education textbooks used in the following study. For example, a cursory overview of two online teaching textbooks, *Discussion-Based Online Teaching To Enhance Student Learning* by Bender (2003) and *Collaborating Online Learning Together in Community* by Palloff and Pratt (2005), revealed that the former textbook yielded 94 bibliographical entries, and the latter contained only 41 entries. However, the focus on the following study are those scholarly journal references related to teacher immediacy and how many terms related to

immediacy are noted in these textbooks. The cursory review simply shows that there are far too few scholarly studies in online education compared to the 100 years of psychology education.

According to Kurtz, Christie, and Smith (2002), society commonly perceives textbook authors as leaders in their fields. In the field of online education, some of the more prominent authors and texts, based on Amazon.com sales and key word searches, include *Learning in Real Time: Synchronous Teaching and Learning Online* (Finkelstein, 2006); *Student Retention in Online, Open and Distance Learning* (Simpson, 2003); *Teaching Online: A Practical Guide* (Ko & Rossen, 2001); and *Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom* (Palloff & Pratt, 1999).

Three schools of thought illustrate who authors textbooks and how. DeGroot and Marshak (1978), representing the first school, claimed that “textbooks are written, for the most part, by academicians without too much practical experience and are frequently based on rehashes of other texts before them by like professors” (p. 17). Coppola et al. (2002), from the second school of thought, explained, “Instructors tend to get their training on the job” (p. 186). Hence, Coppola et al. may agree that seasoned online faculty with practical experience should write textbooks. The third school of thought on textbook development, as noted by Baker (1986), includes describing “the textbook, its authorship, and its evaluation as combining the structural aspects of teaching, research, and publication” (as cited in Arnold, 1993, p. 42).

The study included examining nine of the most popular, independently authored online education textbooks published between 2003 and the start of 2007 and 10

published between 1999 and 2002. Online bookstore sales rankings indicated the popularity of the textbooks located through key search terms. The first step involved tallying the number of times the term *immediacy* occurred in the textbooks as well as the number of scholarly in-text citations related to immediacy — a teacher behavior linked to acknowledging students' feelings and emotions. The second step included counting the number of pages devoted to immediacy terminology in each textbook, and the final step involved counting the number of general scholarly citations on the reference pages.

One hypothesis of the study included that the set of textbooks from 2003 to 2007 would contain more scholarly references and text devoted to online teacher immediacy than the set from 1999 to 2002. For example, from 1985 to 1995, 14 prominent scholarly studies, those with the word immediacy in the title or abstract, were published (see Appendix A). From 1996 to 2005, the number of prominent immediacy articles increased to 23, primarily because of more opportunities to study immediacy online.

Statement of the Problem

The descriptive, quantitative content analysis study included an examination of immediacy terminology and immediacy scholarly references in sets of popular 1999 to 2007 online education textbooks. Online education scholars have identified the term *immediacy*, which has been operationalized for this study as non-verbal teacher communications that foster according to Mehrabian (1971; 2007) psychological closeness and acknowledge student feelings in a timely manner (Easton, 2003; Freitas & Myers, 1998; Teven & Hanson, 2004). Use of teacher immediacy in online classrooms can yield higher student retention and satisfaction (Arbaugh, 2001; Dahl, 2004; Rocca, 2004).

Several studies have noted textbooks do not necessarily reflect homogeneous content taking into consideration a mix of scholarly citations and some textbooks do not use common terminology when describing theoretical principles and best practices (Alred, 2006; Bleiklie & Powell, 2005; Griggs, Proctor, & Cook, 2004; Laidlaw, Harden, Robertson, & Hesketh, 2003; Lewis, 2006; Withrow et al., 2004). If educational textbooks do not include consistent terminology and scholarly studies, instructors are only able to read a limited number of best practices (Griggs et al., 2004). Griggs et al. (2004) conducted benchmark research to test how terminology found in scholarly studies is conveyed to the psychology education practice via textbooks. Based on an introductory psychology textbook sample, Griggs et al. determined that textbooks were idiosyncratic, meaning textbooks acknowledged few scholarly journal studies, or scholarly nomenclature.

Collegiate research has contributed to the knowledge base of many professions since academies opened their doors (Bleiklie & Powell, 2005). Researchers operationalize, test, and publish scholarly intuition. Collegiate research often yields new terminology (He, 2004). Nomenclature is the language practitioners use to document theories and paradigms.

Online scholars recommended continued collegiate research that demonstrate the effectiveness of online education in order to validate the quality of education (Brown, 2006; Day et al., 2006; Lao, 2002; Moskal et al., 2006; O'Dwyer, Carey, & Kleiman, 2007). One method of determining how well scholarly findings are used to inform any practice is to recognize knowledge transformation from the academy to the practice (Bleiklie & Powell, 2005). The primary problem is the degree to which online education

textbooks offer idiosyncratic or homogeneous immediacy content and a secondary problem is the efficacy of validating online education, which the textbooks can perpetuate in content.

Purpose of the Study

The purpose of this quantitative content analysis study was to examine the extent to which online education textbooks acknowledge scholarly immediacy terminology content and whether textbooks use common immediacy terminology in chapter headings and sub-headings related to scholarly nomenclature. A content analysis is appropriate since terms can be quantified and related to scholarly nomenclature. For this study, teacher immediacy was operationalized into a terminology scale using a total of 23 words most commonly identified as the immediacy concept such as *feelings* and *closeness* to those words generalized as typical online class involvement terms such as *collaboration* and *interaction*. The scale was segmented into a broad category of terms and a minor category. The broad category included those discussed above and the minor category were related to timely teacher responses, a secondary operational definition of immediacy.

A total of 19 independently authored online educational textbooks were selected for the study through a search conducted on Amazon.com. Traditional textbooks were used to count the number of immediacy terms and to identify whether the textbooks referenced prominent peer-reviewed scholarly immediacy studies that have included the word immediacy in their title and/or abstract. The independent variable was the textbook publication year. The dependent variable was the quantity of references to immediacy the authors may have cited.

Significance of the Study

A study of online teacher textbooks to determine the extent to which authors use a homogeneous approach to editorial content and in particular convey the importance of immediacy was significant for several reasons. Because researchers have correlated the use of teacher immediacy in the classroom to student retention and satisfaction (Arbaugh, 2001; Dahl, 2004; Rocca, 2004), conveying how to achieve immediacy in online teaching can lead to more effective instruction. Rocca (2004) concluded, “Results indicated that perceived teacher immediacy was positively related to student attendance in class” (p. 185).

A further contribution to the field of textbook publishing was to determine the number of peer-reviewed immediacy scholarly studies cited. Next, it was important to track all germane immediacy terminology to see if such terminology was prominent. Finally, the use of peer-reviewed terminology within chapter paragraphs and table of content chapter headings indicated an editorial commitment to disseminating scholarly knowledge.

Griggs et al. (2004) maintained that introductory psychology textbooks “are not at all homogeneous except for the global dimensions of chapter topics and order” (p. 115). Chapter topics were similar but had no commonality of words expressing the same topic. According to Griggs et al., homogeneous is a term that refers to not only the number of citations in a textbook but also whether the textbook includes similar nomenclature found in scholarly studies.

Griggs et al. (2004) maintained, “Teachers should be aware of this non-homogeneity in introductory texts” (p. 115). If teacher immediacy is homogeneous

among the popular texts, judged by nomenclature found in chapter headings and paragraphs containing immediacy terminology, facilitators can include online textbooks in higher educational training materials more confidently. The findings of the study may help to ensure that future online instructors follow the best practices proven to promote student retention, such as immediacy (Arbaugh, 2001; Dahl, 2004; Rocca, 2004).

Significance to Educational Leadership

Textbook authors, according to Kurtz et al. (2002), are leaders in their fields. Alred (2006), however, believed that many textbook authors oversimplify scholarly concepts to the point that they do not convey the original meaning properly. The results of the study to follow provide higher education textbook authors and editorial leadership a better understanding of whether textbooks are idiosyncratic, meaning the editorial content contains few citations, or homogeneous, meaning the content contains many citations. The study is significant to the field of educational leadership because authors, editors, and publishers can learn how to reflect on the quality, credibility, and value of their work.

In a broad sense, the findings of the following study are important to andragogy and online educational leadership in the area of online classroom best practice techniques, such as immediacy. Immediacy can increase student retention. “Findings indicated that students who perceived their teachers as higher in immediacy were more likely to go to class, and those who perceived their teachers as higher in verbal aggression were less likely to go to class” (Rocca, 2004, p. 191). Immediacy also can increase student satisfaction (Arbaugh, 2001; Gunawardena and Zittle, 1997).

According to Arbaugh (2001), “Both immediacy variables and student attitude toward the course software were also positively associated with course satisfaction” (p. 45). If authors do not communicate the scholarly immediacy terminology in online teaching textbooks, online instructors may miss the opportunity to understand how to employ immediacy best as a teacher behavior rather than simply eliciting interaction. Teacher immediacy impacts both student attendance (Rocca, 2004) and student satisfaction.

Thus, the significance to the field of educational leadership can be generalized to the important role mass-communication serves all educational stakeholders. In this case, stakeholders include publishers, authors, online instructors and collegiate staff who manage online classrooms and train online faculty. Whether faculty obtain such online classroom techniques directly from the textbooks or from other sources is subject to scrutiny. However, these online education textbooks are designed to share best practices, are readily available, and are targeted to online instructors.

Nature of the Study

This content analysis study involved examining two sets of online faculty textbooks. The first set included the most popular textbooks published from 1999 through 2002. The dates represent the timeframe when online education was struggling for legitimacy (Lao, 2002). The second set included texts published from 2003 to 2007. Each set was available through Amazon.com searches.

The method of research was practical because the sample was widely available. Content analysis methodology can be controlled and includes a reliance on defining all terminology examined using a detailed Coding Book of Definitions (see Appendix B). A

Coding Book of Definitions was used to measure and code the texts, intercoder reliability among the coders, to ensure that counting instances of immediacy terminology and counting peer-reviewed immediacy references and citations were duplicated with little margin of error. A content analysis study allowed for control of author bias compared to interviewing the authors themselves.

In telephone interviews, for example, authors could verify whether they consciously searched teacher immediacy peer-reviewed scholarly sources for inclusion in editorial content. However, surveying can lead to bias and is problematic. Interviewing the authors would not help to quantify how many paragraphs are devoted to immediacy terminology and would not represent a duplication of the research design by Griggs et al. (2004). Griggs et al. established the benchmark based on scholarly citation count.

A Coding Book of Definitions (see Appendix B) aided in analyzing each textbook. For purposes of this study terms such as *terminology* or *nomenclature* are used interchangeably in the study. Comparative data included page counts of text devoted to immediacy. Any reference pages provided were scanned for immediacy-related studies to determine how much of the scholarly immediacy material was homogeneous or idiosyncratic in each textbook and compared to the entire sample.

The design was appropriate because instead of interviewing stakeholders, such as textbook authors, managing editors, and publishers, about their knowledge of immediacy, the study involved determining whether the published materials included immediacy. The content analysis approach for this study captured relative immediacy terminology contained in the online education textbooks based on technology relative to current electronic online classroom platforms. However, with future advancements likely in both

asynchronous and synchronous online platforms, and the blending of the two, the teacher behaviors needed to employ immediacy may differ considerably over time.

Finally, using the traditional paperback or hardcopy textbooks was more conducive to the accuracy of the study than having the sample available electronically. For example, culling direct quotes, sidebar dialogue, and defining paragraphs from electronic versions of the textbooks or using electronic software to analyze each would not have been as effective. Analyzing the traditional textbooks allowed for more study controls that helped to define paragraphs and terminology count.

Research Questions and Hypotheses

The purpose of the descriptive quantitative study was to explore the prominence of citations related to teacher immediacy in prominent online teaching textbooks based on sales and the scholarly community's agreement that instructors employ teacher immediacy in online and on-ground college classrooms (Rocca, 2004). Leedy and Ormrod (2005) defined a variable as any "quality or characteristic in a research investigation that has two or more possible values" (p. 218). The independent variable for the study was the publication date of each textbook. The dependent variable included the number of immediacy citations, the operationalized terminology devoted to immediacy, and the scholarly references found. The following research questions guided the quantitative research study:

1. Does the complete textbook sample offer a homogeneous or idiosyncratic approach to the usage of immediacy based on the number of scholarly immediacy citations referenced?

2. Among a set of recent (2003 to 2007) and older (1999 to 2002) online education textbooks, what percentage of paragraphs in the first four chapters relates to both broad and minor teacher immediacy based on paragraph counts?
3. How many instances of the word *immediacy* appear in each of the online teaching textbooks, and which broad or minor immediacy terms feature most prominently in the first four chapters?
4. How prominent is teacher immediacy terminology in chapter titles?

The Budd Index, the theory of prominence, indicated that the reader is more likely to absorb material appearing in the front of a publication than material towards the back (Budd, 1964). See chapter 3 for the operationalization of prominence. In addition to the research questions, the following null and alternate hypotheses guided the study:

H_01 : No difference exists between the two sets of textbooks in the number of references and citations devoted to teacher immediacy regardless of the publication timeframe.

H_11 : The more recent set of textbooks contains a larger number of scholarly studies related to teacher immediacy because of the publication of more prominent scholarly immediacy studies between 2003 and 2007.

Theoretical Framework

The study involved knowledge creation theory, transfer, and usage in practice (Bleiklie & Powell, 2005; He, 2004) and textbook and curriculum development theory (Alred, 2006; Arnold, 1993; Coppola et al., 2002; Kurtz et al., 2002; Laidlaw et al., 2003; Lewis, Schmisser, Stephens, & Weir, 2006; Marshak & DeGroot, 1978; Withrow, Weible, & Bonnett, 2004). In addition, the study involved online teacher immediacy best

practice theory (Easton, 2003; Freitas & Myers, 1998). As discussed, Rocca (2004) indicated a correlation between teacher immediacy and higher college student attendance as discussed earlier. Arbaugh (2001) has shown immediacy can lead to more satisfied students.

Researchers have affirmed teacher immediacy effectiveness in online classrooms (Arbaugh, 2001; Conaway, Easton, & Schmidt, 2005; Dahl, 2004). When operationalized for this study in terms of the online classroom teacher, immediacy includes two categories: instructor-initiated personalized communications that are particularly considerate of student feelings and build psychological closeness and instructor timely online responses. In a general application of immediacy, Mehrabian (2007) said, “Immediacy or closeness in an interaction between two persons (or between an individual and an object) involves greater physical proximity and/or increasing perceptual availability of two persons (or an object to a person)” (p. 180). Thus, words like *closeness*, *feelings*, and *proximity*, can be viewed as scholarly terms that best operationalize immediacy.

Terms such as *emotions* or *emotional* cues according to Jones and Wirtz (2006) are also related to immediacy. “Two such message features, verbal person centeredness (PC) and nonverbal immediacy (NI), have consistently been found to be particularly beneficial in bringing about emotional change” (p. 217).

Griggs et al. (2004) conducted research to investigate whether instruction in introductory psychology communicated the advice of the scholarly community. By examining and applying the results of the Griggs et al. research to the practice of online education, the study included establishing a benchmark for the frequency of teacher

immediacy citation. Griggs et al. noted, “It is not unreasonable for teachers to expect that introductory texts would present the basic common core concepts of psychology as well as cite a common set of classic studies and books” (p. 115). The focus of the study to follow did not include immediacy in introductory psychology. Instead, the focus included immediacy terminology usage in online education textbooks, the extent to which the textbooks cite scholarly studies, and whether consistency exists in nomenclature choice for chapter headings.

Underlying the degree to which textbooks include acknowledgment of the scholarly community is a debate about the authors of the textbooks: Marshak and DeGroot (1978) argued that people with practical experience in the field do not necessarily write textbooks. Coppola et al. (2002) contended that online instructors learn by doing. Moore (1993) observed that “instruction is no longer an individual’s work, but the work of teams of specialists—media specialists, knowledge specialists, instruction design specialists and learning specialists” (as cited in Laidlaw et al., 2003, p. 182).

Based on the compendium by Griggs et al. (2004), an absence of teacher immediacy discussion or an absence of scholarly references pertinent to immediacy in the online educational textbooks would indicate that the books are idiosyncratic, but only in comparison to the best practice of immediacy. Stakeholders such as school administrators, students, and faculty may benefit from the study because the results indicated the extent to which textbooks communicated immediacy as a best practice identified by scholars. Online educational textbook audiences would want to know the effectiveness of teacher immediacy and how to employ immediacy in discourse exchanges with students.

If the presence of immediacy scholarly studies was low, the textbooks were idiosyncratic. If, however, the authors adequately cited immediacy scholars, textbooks were homogeneous. The degree to which textbooks included prominent immediacy terminology and mimicked one another in terms of immediacy terminology chapter placement shows whether such online education textbooks have commonalities that as instructional texts Griggs et al. (2004) say should be consistent for training purposes.

Griggs et al. (2004) provided a method to determine whether textbooks are idiosyncratic or homogeneous. The fewer peer-reviewed scholarly studies cited in a textbook, the more idiosyncratic the textbook. In a 2001 content analysis, Griggs and Marek discovered that 27,590 individual bibliographical entries appeared among 24 textbooks published between 1985 and 1989. However, all the texts included a citation of only one peer-reviewed journal article (as cited in Griggs et al., 2004).

Griggs et al. (2004) concluded that introductory psychology textbooks did not adequately include citations of scholarly studies. Thus, the textbooks were idiosyncratic. Because several introductory psychology textbooks were idiosyncratic, Griggs et al. maintained that instructors who rely on such texts for classroom instruction had little consistency in terms of planning classroom lessons. As noted earlier, Griggs et al. elaborated, "The texts do not even use a common core vocabulary (e.g. Zechmeister & Zechmeister, 2000), much less cite the same articles and books" (p. 115). Griggs et al. concluded that the discipline of psychology education lacked a common scholarly base as well as nomenclature.

The study of independently authored higher education textbooks included replicating portions of the Griggs et al. (2004) study. The approach of Griggs et al. was

employed to assess textbooks by counting citations and references associated with scholarly peer-reviewed studies. Instead of examining introductory psychology textbooks, the study involved testing the research design of Griggs et al. using online education textbooks designed to train instructors on how to engage students.

Griggs et al. (2004) concluded that textbooks are not homogeneous in terminology and conveyance of scholarly knowledge of basic psychological principles. According to Cabré, “Four stages of modern terminology are identified: the origin, the structuring, the boom and the expansion” (as cited in He, 2004, p. 86). The study did not involve analysis of the stages. The stages affirm that terms are created and used to a higher or lesser degree. The online education textbooks represent a vehicle of communication that can disseminate immediacy best practice knowledge through common immediacy terminology.

Definition of Terms

The study involved teacher immediacy terminology. A terminology scale and the Coding Book of Definitions (see Appendix B) include definitions of the terms. The term immediacy relates to teacher behaviors, not student behaviors, and from its roots in 1971, immediacy itself was defined as the psychological closeness a communicator (sender) conveys between him- or herself and the recipient of the message (Mehrabian, 1971; 2007). The study included a focus on instructor-to-learner immediacy and involved a content analysis of the prominence of online teacher immediacy terminology conveyed in popular, independently authored online teaching textbooks.

The bulk of teacher immediacy research entailed verbal (Carrell & Menzel, 2001; Swan & Richardson, 2003) and nonverbal (Freitas & Myers, 1998; Rocca, 2004)

instructor behaviors. While some forms of online instruction can allow for verbal exchanges, most communication in the online asynchronous and synchronous classrooms is non-verbal dependent on written postings and exchanges.

However, body language has little influence in the asynchronous and synchronous classes offered by many colleges and universities because students do not see the instructor. Consequently, for nonverbal teacher immediacy, assessing online body language is not easy; rather, written transactions between instructor and student are the primary focus. Conaway et al. (2005) claimed, “Strategies for increasing immediacy online include writing in a conversational tone, using students’ names in the postings, and including personal notes in the group feedback” (p. 32).

Building a successful social learning rapport in the online distance learning (ODL) environment between instructor and student is an ongoing process in the online classroom. The timeliness and frequency of written communications typically determine teacher immediacy. Even more important is the degree to which communications foster student psychological comfort. Easton and Katt (2005) stated, “Several factors such as teacher immediacy, interaction, and psychological comfort have been identified as influencing collaborative learning” (p. 179).

To ensure that teacher immediacy in the online classroom can radiate from written communications, “instructors need to be aware of the impact that their immediacy behaviors and social presence or lack thereof may have on their students’ satisfaction, motivation, and learning” (Swan & Richardson, 2003, p. 81). Thus, how an instructor personalizes communications to a student ties to student satisfaction and as Rocca (2004) noted, increased student attendance. The definition of online teacher immediacy includes

two distinct categories: The first category concerns personalized student responses, and the second category concerns the timeliness of responses. Before online classes existed, in a formidable definition, Duran and Zakahi (1987) claimed that being *personable*—attentive, friendly, open, relaxed—and lively comprised immediacy.

For the purposes of the study, two delineated formats observed within the popular textbooks served as the definition of teacher immediacy. The first format, *broad emphasis*, indicates the need for instructors to acknowledge personally or reinforce the feelings and emotions of the online students through communications such as email, message board postings, or assignment feedback. The second format, *minor emphasis*, references timely instructor response.

The Coding Book of Definitions (see Appendix B) includes two categories of immediacy terminology, broad and minor and a display of these terms as list can be found in the Immediacy Terminology and Reference/Citation Coding Sheets (see Appendix C). Broad terms relate to *feelings* and *closeness*. Teacher immediacy in the online classroom has been operationalized for the study as non-verbal teacher communications that foster psychological closeness and acknowledge student feelings and emotions in a timely response. Minor terms relate to timely instructor responses, such as *quick*, *fast*, and *speedy*.

Assumptions

The first assumption was that the word *immediacy* would not likely appear in the textbooks. Instead of the word *immediacy*, its operational terms, such as *feelings* and *closeness*, as defined in the Coding Book of Definitions (see Appendix B), may be acknowledged based on happenstance related to the level of online teaching experience

each independent author held as an instructor. The second assumption was that the term *immediacy* may not be so readily on the mind of the independent author who had earnestly searched scholarly research databases but who only applied familiar terms, such as *collaboration*, *interaction*, and *engagement*, within such searches. Appendix A represents prominent immediacy studies those with the word *immediacy* in the title or abstract.

Scope

The scholarly field of research applied to teacher immediacy in the online classroom is less than 1 decade old. Conversely, Griggs et al. (2004) had more than 100 years of scholarly citations and references available to study the introductory psychology textbooks. Immediacy has been well-documented in scholarly journals for approximately two decades for all modalities of classroom instruction (see Appendix A) for a complete list of prominent immediacy studies. However, while prominent studies, those with *online* and *immediacy* in the title or an abstract regarding online immediacy, are becoming popular, far fewer of them have been published in the last 5 years than on-ground classroom immediacy studies (Conaway et al., 2005; Dupin-Bryant, 2004; Waldeck, Kearney, & Plax, 2001).

Gap in the Literature

Researchers have studied online immediacy in the online asynchronous and synchronous modalities only in approximately the last 10 years. Few scholarly studies emerged from exhaustive searches through InfoTrac database and the Google and Yahoo! search engines. Almost exclusively, peer-reviewed information on the topic of immediacy was gathered. Information regarding online immediacy was available through

the EBSCOhost (Elton B. Stephens Company), ProQuest Dissertations, and ERIC databases. Only peer-reviewed scholarly journals containing full texts were included in the study.

Using those search parameters and only using the term *immediacy*, EBSCOhost yielded 710 references. Pairing the term *immediacy* with the term *teaching* decreased the number to 154. The term *teacher immediacy* yielded 44 studies. Finally, adding *online* to the search string *teacher immediacy*, not surrounded by quotes, generated 4 additional studies. Thus, the authors of the textbooks in the study sample had approximately 48 prominent peer-reviewed studies for possible citation in text or in the reference section.

Limitations

Because no other definition of online teacher immediacy was available, limitations exist due to the unique operational definition of online teacher immediacy created and used throughout this study. Capturing words other than the term *immediacy* served to determine whether the online education textbooks had discussed the scholarly concept of immediacy even if prominent scholarly references were not identified in text or in the reference section of the textbooks. In addition, training coders to recognize when the term immediacy was relative to its typical dictionary definition opposed to the scholarly based operational definition developed for the study presented a challenge. The limitation here added to additional coder training time and because too few instances of the term immediacy would be found, there were no portions of the textbooks available to test the coders' ability to find either the dictionary or scholarly based operational definition.

The prominent scholarly immediacy references also presented a limitation. Prominent immediacy studies were defined with the word *immediacy* in the title or in the abstract. Consequently, not all available immediacy studies were used to compare whether they were included in the reference section of the online education textbooks. The rationale for only limiting the definition of prominent immediacy studies to those using immediacy in the title or abstract had to do with the concept of immediacy itself. A belief that the relatively unknown immediacy concept would be more likely discovered in searches of scholarly studies that more prominently touted the term guided the study.

The sample size of 19 independently authored online teaching textbooks was small based on how Amazon.com retrieves the books and due to the relatively new field of online education. If the sample was somehow stratified, it would have been even smaller based on how the Amazon.com popularly rating and key word search terms retrieved the available books. Thus, this small sample size limits the generalizable findings to other textbooks. The results of the study may be generalizable to the educational publication community.

The study argues that educational homogeneous texts are preferred over idiosyncratic ones. Laidlaw et al. (2003) claimed that assembling a homogeneous textbook, which contains a mix of scholarly opinion and the author's opinion, is not an easy task. However, Griggs et al. (2004) confirmed the finding in the field of psychology education.

Delimitations

The textbooks for the study were not available in portable document format (PDF). However, if each of the 19 textbooks were available electronically, the accuracy

in counting among coders would not necessarily increase. Accuracy is limited even with an electronic sample that affects what coders can and cannot count in the textbooks. In the study, coders did not count bullet points, direct quotes, and sidebar stories because these did not constitute the definition of a paragraph in the Coding Book of Definitions (see Appendix B).

However, even if the textbooks were available as PDFs, the format would not be available to the public, and faculty members may read the PDF textbooks differently than the hardcopy textbooks. Instead, the data collection involved counting actual textbook paragraphs devoted to immediacy. While coding each traditional textbook as part of the content analysis, the coders experienced the text the way the publishers intended the book for the reader.

Summary

Chapter 1 presented the need to study online teacher immediacy and the degree to which authors of online education textbooks emphasize online immediacy to the practitioners of the online college classrooms. Teacher immediacy is important in student retention and satisfaction (Arbaugh, 2001; Dahl, 2004; Rocca, 2004). In a study at a private undergraduate southeastern college that involved examining teacher-to-student communication comparing online to face-to-face (f2f) interaction, consciously employing teacher immediacy proved beneficial (Easton & Katt, 2005). Easton and Katt emphasized, “The current results suggest that factors other than modality, such as pedagogy, immediacy behaviors, or instructional design may be more important determinants of student experience” (p. 182).

The focus of the study was measuring the percentage of immediacy terminology in textbooks. The study involved comparing two sets of textbooks, one set published between 1999 and 2002 and one set published between 2003 and 2007, as the proliferation of online classes continued. As an extension of the Griggs et al. (2004) study, the data collection process included using a similar counting scheme to examine prominent immediacy scholarly in-text citations and those found in available reference pages of the textbook sample. The content analysis for the study included the prominence of immediacy terminology regarding inclusion in chapter headings and the degree to which online immediacy terminology appears towards the front of the textbook.

Stakeholders, including curriculum developers, publishers, teachers, and staff, interested in the quality of online education as well as student retention will benefit from the results of the study. The literature review to follow begins with a discussion of how textbooks are developed. Following the discussion, chapter 2 includes a presentation of the theory of scholarly knowledge development and its use in textbook development.

CHAPTER 2: REVIEW OF THE LITERATURE

To aid in investigating the extent to which the practice of online education includes acknowledgment of scholarly findings, the following literature review illustrates research on how knowledge is created and transferred to practices. The purpose of this study was to determine how online teacher engagement textbooks indicate immediacy and immediacy scholarly studies. The literature review provides an overview of the search titles performed to locate scholarly immediacy studies. The chapter includes a discussion of textbook development from both a homogeneous and idiosyncratic stance and a discussion of how textbooks aid curriculum development and why including textbooks homogeneously to the process is important.

The review includes an examination of the study by He (2004). He analyzed the traditional route of knowledge creation and terminology usage from the scholarly community to the practice. Further, the chapter includes a review of the study conducted by Griggs et al. (2004). Griggs et al. used introductory psychology textbooks to determine the number of scholarly references cited and the consistency of scholarly nomenclature. The chapter concludes with a summary devoted to the content analysis literature for background on the study methodology and the nexus of education and mass communication disciplines.

A review of the literature indicates the breadth of teacher immediacy behaviors traditionally defining this best practice communication technique. A review of on-ground classroom immediacy usage and online immediacy usage is included. What makes teacher immediacy such an important part of online education is what has made immediacy so useful in on-ground classrooms: student satisfaction and retention

(Arbaugh, 2001; Duran & Zakahi, 1987; Easton, 2003; Freitas & Myers, 1998; Rocca, 2004). Tracking how the practice acknowledges teacher immediacy was important because a number of scholarly studies have shown immediacy to be a beneficial best practice.

Teacher immediacy is an example of scholarly knowledge creation. According to Bleiklie and Powell (2005), universities create knowledge later used in the practice. Scholarly research illustrates a strong representation of immediacy, and the word *immediacy* appeared in scholarly texts more than 30 years ago (Mehrabian, 1971). Immediacy includes a division between the behaviors the teacher or students elicit. Chapter 2 concludes with a discussion of the best online behaviors that emphasize both broad and minor immediacy.

Title Searches

The search for pertinent information related to immediacy included sources such as ProQuest, InfoTrac, Digital Dissertations, and Educational Resource Information Center (ERIC) databases. In addition, searches on the Internet included using the search engines Google and Yahoo! and *The Chronicle of Higher Education* Website. However, the most germane peer-reviewed scholarly studies related to immediacy appeared in the EBSCOhost (Elton B. Stephens Company) scholarly database. Only peer-reviewed scholarly journals with full texts available were used in the search process.

As of July 2006, 710 full-text articles were located. Pairing the term *immediacy* with the term *teaching* in the search reduced the number to 154. The term *teacher immediacy* alone yielded 44 studies. Finally, adding *online* to the search string *teacher immediacy*, not surrounded by quotes, generated 4 additional studies. Thus, the authors of

the popular online education textbooks used for the sample had approximately 48 prominent peer-reviewed studies for possible citation in text or in the reference section.

The ERIC database provided 123 articles for the term *immediacy*. Adding the term *online* to *immediacy* reduced the total to 5 articles. Using the terms *engaging*, *online*, and *students* revealed 30 articles.

The public portion of *The Chronicle* allows for searches of the site for a variety of articles. As of June 2006, using the terms *classroom* and *communication* revealed 126 articles available for a content analysis from January 5, 2004, through June 2, 2006. Using the term *immediacy* yielded 1 article from January 5, 2004, through June 2, 2006. Finally, with the terms *engaging* and *students*, 368 articles appeared from January 5, 2004, through June 2, 2006.

The focus of the study concerned the conveyance of immediacy in the online classroom. Neither ERIC nor *The Chronicle* electronic public Website offered scholarly articles that could significantly contribute to the literature review nor the scholarly references based on which the 19 popular online textbooks were compared. Any immediacy scholarly references found on Google Scholar were duplicates of any of those available in EBSCO.

Scholarly Knowledge Creation and Terminology Usage in Practice

Terminology is “the vocabulary of technical terms used in a particular field, subject, science, or art; nomenclature” (Dictionary.com, 2006, ¶ 1). Wüster began study of modern terminology in the 1930s (as cited in He, 2004). However, terminology appeared in the scholarly community more than 200 years prior when the study of

chemistry and botany in the 18th century yielded numerous new words. Wüster defined terminology as a communication vehicle for a field (as cited in He, 2004).

Bleiklie and Powell (2005) studied knowledge generation as a product of colleges and universities and the use of knowledge generation in the medical practice. Kogan (2003) expressed a different view: “Dominant conceptions of knowledge have shifted from an internalist perspective relying on the prestige of epistemic communities towards socially relevant assumptions resting within the wider social contexts beyond academia” (as cited in Bleiklie & Powell, p. 2). Thus, if a disjuncture between the textbook authors and the scholarly community’s definition of immediacy exists, independent authorship may be a reason. According to Kogan’s (2003), individuals have a strong foothold for knowledge creation in both industry and education (as cited in Bleiklie & Powell, 2005).

According to Yorks (2005), industry, like the academy, has a responsibility to transfer knowledge:

It is not inconsistent to argue that much of situated knowledge is also of potential value to others, in terms of stimulating the thinking of others, providing for vicarious learning, and providing substantive learning that can be transferred to other settings and contribute to a broader discourse. (p. 1223)

Transferring knowledge can start with discourse only after questions arise and consulting scholarship occurs.

The knowledge-transformation process begins with questioning, and the questions come about based on practice needs. Questions, such as those related to product development, customer service, or best practice, arise daily. To answer such questions, the practice should consult scholarly literature or risk the success of an important

endeavor on hunches. Kowalski, Department of Veterans' Affairs, named the merger between the practice and the scholars *collaborative space* (as cited in Yorks, 2005). Thus, the academic contributions are the knowledge and theories that can make hunches less uncertain.

For more than 400 years, colleges and universities have contributed to the body of common knowledge. According to Bleiklie and Powell (2005), scholarly created knowledge is often a benefit to the practice. At times, scholars and practitioners collaborate to create knowledge, and sometimes this new knowledge remains in isolation. Through the scholarly knowledge-creation process, new terminology emerges for use in practice, with terminology being the words a field typically uses to document theories and paradigms (He, 2004). If applying aspects of such theories and terminology to the practice is useful, a particular field would benefit by acknowledging such studies.

Both the educators and the practice are responsible for transferring knowledge. For example, in a 2005 Stress and Aggression project involving the United States Veterans' Affairs Department, an experiment in adult education that involved a wide variety of practitioners and academics illustrated that knowledge creation and transformation are best conducted as a collaborative:

Grounded in application, embracing the intimate collaboration of academics and practitioners as co-inquirers, fusing rigorous quantitative and qualitative methods, and intentional about engaging in deep reflective inquiry about its methodology, the VA project is an example of what we are calling practitioner-based collaborative action inquiry. (as cited in Yorks, 2005, p. 1239)

The purpose of the action research study was to form coaching teams to determine why aggression and stress occur and how to curtail such negative behavior. The Veterans Affairs study showed that merging the academy with practitioner knowledge can strengthen the practice as a whole.

Textbook and Curriculum Development

Kulp (1927) was among the first to note that elementary and secondary textbooks included poor acknowledgment of scientific inquiry. The texts reflected either the author's personal bias derived from experience or the *jury method*, known as consensus. According to Kulp, "This [personal bias] may be called the *armchair* method, and is abundantly illustrated by the textbooks conveniently at hand" (p. 242). Kulp argued that textbooks should be a compilation of various scholarly theories, a digest of literature about the topics in general, and interviews with leading experts. According to Kulp, "The advantages of such a method are: (a) objective checking of personal opinion on the part of the writer by reference to the opinions of others; (b) some consideration of the practical problems involved" (p. 243).

As mentioned in chapter 1, modern approaches to textbook authorship illustrate three schools of thought. First, according to DeGroot and Marshak (1978), academics with little practical experience write textbooks. Second, according to Coppola et al. (2002), instructors who write textbooks obtain their experience from teaching, and third, according to Arnold (1993), textbooks are written through collaboration between teaching, researching, and publishing efforts.

With regard to the first school of thought, "As for textbooks, they are written, for the most part, by academicians without too much practical experience and are frequently

based on rehashes of other texts before them by like professors” (Marshak & DeGroot, 1978, p. 17). According to Coppola et al. (2002), however, what matters more, with regard to the practice of online education, is that the online instructor has online classroom experience. Coppola et al. explained, “Instructors tend to get their training ‘on-the-job’” (p. 186).

One aspect to textbook development, maintained Griggs et al. (2004), is how often authors reference scholarly studies in textbooks. When textbooks include adequate citations to scholarly studies, the textbooks are a more homogeneous product. In arranging popular texts, authors either assemble the content in a homogeneous fashion with an eye for curriculum or an idiosyncratic fashion for many purposes and audiences.

The importance of the collaborative nature of textbooks, the third school of thought, relates to other disciplines besides psychology education that Griggs et al. (2004) studied. In the medical field, Laidlaw et al. (2003) maintained that the practice is interested in collaboration efforts for its instructional textbook so that content is homogeneous. According to Laidlaw et al., curriculum related to online classes must be a collaborative: “Instruction is no longer an individual’s work, but the work of teams of specialists—media specialists, knowledge specialists, instruction design specialists and learning specialists” (p. 182).

Developing a collaborative curriculum relates to how textbooks authors influence the process. Baker (1986) illustrated “the textbook, its *authorship*, and its evaluation as combining the structural aspects of teaching, research, and publication” (as cited in Arnold, 1993, p. 42). For the practice of online education, textbooks were deemed

popular, for the study, based on sales ranking and key word searches in online bookstores, such as Amazon.com.

According to Alred (2006) and Lewis et al. (2006), in some cases, popular texts appear to include acknowledgment of scholarly theories, but the acknowledgment may be coincidental. Alred (2006) reviewed two studies about how authors write popular motivational business texts and how such information is disseminated to the practice. One study involved examining the content of a daylong lecture by Covey, author of *The 7 Habits of Highly Effective People*. In the other study, Lewis et al. (2006) conducted a content analysis of popular book themes related to how businesses communicate change in organizations. Alred (2006) explained, “These studies reveal at once the validity of the ideas propounded by management gurus and popular books as well as their limitations and sometimes problematic advice” (p. 80).

Alred (2006) observed that popular book authors tend to “boil tactics down to sound bites as well as fail to demonstrate familiarity with scholarly literature... essential to understanding what I see as a cultural difference in the academy and the workplace” (p. 80). Some researchers argue that no substitute exists for personal experience. Dewey (1938), in a classic interpretation of education versus experience, considered personal experience a theory regardless of whether personal experience was peer reviewed or published.

Outside and inside the realm of academia, textbooks offer varying levels of scholarship theory. Whether newsletters, textbooks, online methods, or magazine articles transfer the information, discourse should contain a collaboration of both scholarly generated knowledge and knowledge generated by the practice. Alred (2006) noted,

“These articles represent a fundamentally important focus for business communication research because our theory and pedagogy must be grounded in a deep and authentic understanding of the powerfully influential ideas that inform workplace practice” (p. 80).

Education is a business. The degree to which popular online teaching books include acknowledgment of scholarly findings was unknown. In the business world, as Alred (2006) noted, the degree to which popular books include acknowledgment of academicians may be a coincidence. Some popular book authors who hold advanced degrees include various scholarly references because the authors are familiar with studies through word of mouth, for example. Arnold (1993) and Griggs et al. (2004) agreed that textbooks ought to be more homogeneous regarding chapter arrangements and nomenclature, and editorial content should include acknowledgment of scholarly research.

In the field of criminal justice, introductory college textbooks offer a homogeneous approach based on consistencies in the number of scholarly studies referenced. Withrow et al. (2004) examined a set of 16 introductory criminal justice textbooks published in 2002 and found a reasonably balanced number of scholarly references. According to Withrow et al., “In this analysis, balance is measured by the number of pages devoted to the traditional portions (theory/law, policing, courts, and corrections) of the criminal justice process” (p. 15).

Withrow et al. (2004) included textbooks in the study from the largest educational publishers, such as Prentice Hall, Thomson/Wadsworth, Allyn and Bacon, Harcourt Brace, and Glencoe/McGraw-Hill. Similar to the online education textbook study, Withrow et al. analyzed the criminal justice textbooks based on chapter prominence in

relation to particular topics. Withrow et al. discovered that textbook chapter headings were relatively consistent regarding topics and in similar order of importance:

Most of the textbooks are divided into five sections. One textbook (Schmallegger 2002) is divided into four sections, and two (Albanese 2002; Albanese 2002a) are divided into seven sections. Typically the chapters in the beginning sections discuss law, theory, the nature of crime, and provide an overview of the criminal justice system. Even those textbooks that are not organized into sections by the author start with these topics in the beginning chapters. (p. 6)

The study of criminal justice textbooks (Withrow et al., 2004) prompted questions for the online education textbook study: How balanced are the online teacher engagement textbooks? Do online education textbooks have similar chapter headings regarding immediacy and other engagement nomenclature? Do the textbooks have a balanced number of paragraphs and citations devoted to immediacy? The introductory criminal textbook study by Withrow et al. and the introductory psychology textbook study by Griggs et al. (2004) results were opposite of one another. Griggs et al. (2004) found introductory psychology textbooks to be idiosyncratic, while Withrow et al. (2004) found introductory criminal justice textbooks to be homogeneous.

Teacher Immediacy

Mehrabian (1971) defined the immediacy principle and its application in verbal and non-verbal communication. As discussed in chapter 1, people tend to be drawn towards people they like and are drawn away from things they dislike. The closeness students feel and according to Jones and Witt (2006) the emotions that result between themselves is a product of immediacy. Recently, Rocca (2004) added, “People are drawn

toward persons and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer” (p. 186). The relationship between immediacy and successful communication emerged in the 1970s and was refined in education in the 1980s. In 1987, Duran and Zakahi examined the relationship between communicator style and communication satisfaction after identifying a gap in the theoretical literature.

Brandt (1979) studied the relationship between social and task attraction, communicative effectiveness, and communicator style” (p. 13). Brandt’s study included participants who evaluated 36 dyads through videotaped interactions using a canonical correlation analysis. The research revealed that four dimensions of impression, leaving, open, animated, and relaxed, were associated with communicative effectiveness and social attraction. The study illustrated, “Further, attentiveness, friendliness, and precision were significantly related to task attraction” (as cited in Duran & Zakahi, 1987, p. 13).

According to Duran and Zakahi (1987), “The relationship between communicator style (Norton, 1978) and communication satisfaction (Hecht, 1978b). Duran and Zakahi (1987) also examined the term *competence* and Spitzberg’s recommendation that a dyadic construct occurs based on the communication behaviors and the interactants’ perceptions of one another. According to Duran and Zakahi, “The skills most responsible for satisfaction were *other* orientation and immediacy” (p. 14). Indeed, one of the correlating factors apparent to the success of any online class defined by student satisfaction and retention is the student’s perception of the level of faculty interaction. For the instructor, interaction includes the attentiveness and immediacy communicated to the class.

Duran and Zakahi (1987) observed that social communication traits would likely lead to a satisfying interaction between instructor and student. Knowing which online social communication traits are effective could allow students a better chance of success, particularly if the instructors communicate the expectations to students before starting class. The online education textbooks would provide a medium in which the best practice of teacher immediacy can be conveyed.

In an earlier study, Duran and Huston (1979) created two types of measurements named the Communicative Adaptability Scale (CAS) and the Communicator Style Measure (CSM) (as cited in Duran & Zakahi, 1987). Duran and Zakahi, therefore, applied two variables to the study based on Hecht's earlier acknowledgment: "Two such variables are communicative adaptability and communicator style" (p. 15). Instructors can develop an online personality based on discourse that exhibits immediacy. However, the question remained whether attentiveness and/or immediacy, the focus of the online education textbook study, could be among the traits that the CAS or CSM could measure in terms of effectiveness. Duran and Zakahi posed a similar question: What dimensions of the CAS and CSM were the strongest discriminators of communication satisfaction to differentiate high from low satisfying conversations?

Duran and Zakahi (1987) examined a basic communication course of 424 students (212 dyads/pairs) at a midsized university in the Midwest. The participants completed a questionnaire, containing 30 Likert-type scale questions designed to elicit a CAS, after the participants interacted with one classmate on five separate occurrences for 30 minutes each. The questions concerned a participant's own behaviors and the behaviors of the

student with whom each had interacted. The researchers induced perceptions of others' behaviors by replacing *I* with *my partner*.

For the CSM, the questionnaire included 51 Likert-type scale questions. Reliabilities on the scale included friendly, dominant, dramatic, animated, attentive, relaxed, contentious, open, impression leaving, and communicator image. According to Duran and Zakahi (1987), "Communication satisfaction was measured by the unidimensional Com-Sat scale (Hecht, 1978a). The instrument consisted of 19, five-point, Likert statements. The reliability coefficient of the Com-Sat was .93" (p. 16).

Two noteworthy findings emerged from the benchmark study. First, the perception of a satisfying communication experience concerned social confirmation under the *other orientation* umbrella. In other words, a student was more likely to be satisfied with the communication experience if his or her perception was that the other parties were contributing effectively as a by-product of social confirmations. Duran and Zakahi (1987) elaborated, "Of the other-reported CSM dimensions, attentive and friendly are the best predictors of satisfaction" (p. 21). Second, concern for the other person in the communication interaction was crucial to satisfaction regardless of any particular measure.

The foundation of teacher and student attentiveness and communication responsiveness in the traditional classroom related to the online education textbook study can be traced back to Duran and Zakahi's (1987) and Harper and Hughey's (1986) groundbreaking studies. However, the researchers based the findings on verbal interactions between classroom participants. In online classes, except those using streaming or live video, the majority of the communication occurs in a written format,

whether synchronous, as in live chats, or asynchronous, as in conversation threads. Each of the modalities is devoid of body language, which would comprise nonverbal communication in a traditional classroom setting.

Immediacy Relevant to Student Satisfaction and Retention

Keeping students engaged in the classroom involves many best practice techniques. Research indicates that one technique, *immediacy*, engages and motivates students. Because the online education textbook study included the scholarly nomenclature of immediacy to determine whether textbooks include acknowledgment of immediacy, the discussion to follow illustrates how immediacy can directly affect student satisfaction and attendance.

Rocca (2004) demonstrated that positive teacher immediacy behaviors correlated to student attendance in an undergraduate college course by testing the antithesis of such behaviors. Rocca surveyed 189 undergraduate students, who attended a large mid-Atlantic university, about a prior class to report their own attendance compared to teacher immediacy behaviors the instructor conveyed. Verbal aggression, as defined by Infante (1987), includes both verbal and nonverbal communications that minimize another person's position on an issue (as cited in Rocca, 2004). According to Rocca, "Findings indicated that students who perceived their teachers as higher in immediacy were more likely to go to class, and those who perceived their teachers as higher in verbal aggression were less likely to go to class" (p. 191). All modalities and higher education schools should be interested in Rocca's findings that immediacy behavior on behalf of the instructor is crucial to student attendance.

In an earlier example of how teacher immediacy can lead to more satisfying student experiences, Arbaugh (2001) established that personalizing communications maintains students' satisfaction. After applying Gorman's verbal immediacy scale and Alavi's 6-item scale to measure student learning in a questionnaire sent to 25 of 28 Web-based 1999 to 2001 class sections at the University of Wisconsin MBA program at Oshkosh, with a 77% response rate, Arbaugh found that student satisfaction was predicated on teacher immediacy behaviors. According to Arbaugh, "Both immediacy variables and student attitude toward the course software were also positively associated with course satisfaction" (p. 45). Instructor immediacy behaviors included "providing personal examples of the class material, demonstrating a sense of humor about the course material and/or the Web-based course experience, and inviting students to seek feedback" (p. 46).

At Lesley University in Cambridge, Massachusetts, Brown Yoder found that online student feedback regarding the Online Technology and Education master's degree program has longitudinally indicated that teacher immediacy behaviors contribute to higher levels of student satisfaction and nearly 100% student retention (as cited in Dahl, 2004). Immediacy includes timely student feedback, minor immediacy (see Appendix B), and an interactive online community to address students' needs personally, broad immediacy (see Appendix B). In 1997, Gunawardena and Zittle established that teacher immediacy was just as powerful of a predictor of student satisfaction as other classroom management techniques.

Immediacy in Distance Classrooms and Online

Researchers have called for continued scrutiny of online classroom education (Brown, 2006; Day, Smith, & Muma, 2006; Lao, 2002; Moskal, Dziuban, Upchurch, Hartman, & Truman, 2006). One of the best practices identified in scholarly educational research is the use of teacher immediacy online. Instructor immediacy corresponds to a host of learning and sociocommunication paradigms: student affective learning, perceived cognitive learning, instructor clarity, instructor sociocommunicative style, instructor effectiveness, student motivation, and student/learner empowerment (Freitas & Myers, 1998).

According to Freitas and Myers (1998), in 1996, Garcha and Voigt claimed, “For many students, distance learning is the only learning option available due to time constraints, work responsibilities, family responsibilities, physical distance from campus, expense, transportation problems, and daycare issues” (p. 366). Moreover, McHenry and Bozik (1995) maintained that aside from technical issues that occur in an electronic environment, lack of spontaneity and interpersonal potential compared to the traditional classroom setting appeared prominently in the literature (as cited in Freitas & Myers, 1998). Freitas and Myers hypothesized that students enrolled in traditional classrooms would perceive a higher rate of both verbal and nonverbal teacher immediacy than the distributed learning setting regardless of the platform.

Freitas and Myers (1998) surveyed 73 nursing students, 17 enrolled in a distributed synchronous computerized classroom and the others enrolled in a traditional classroom. The same professor taught the same syllabus in both courses. Each student completed a questionnaire containing a 17-item Verbal Immediacy Behaviors Scale

(Gorham, 1998) and a 14-item Nonverbal Immediacy Behaviors Instrument (Richmond et al., 1987). According to Freitas and Myers (1998), students rated their perceptions of the instructor's immediacy behaviors using a 5-point Likert-type scale ranging from *often* to *never*.

Students did not experience a perceived higher rate of verbal immediacy in the traditional classroom setting compared to the distributed learning setting. Via computer, students experienced a higher rate of nonverbal teacher immediacy. Freitas and Myers (1998) offered a rationale, explained earlier by McHenry and Bozik (1995), why students may not have perceived a lack of verbal teacher immediacy in the online distributed classroom: Students are tolerable of the fluidity of the distributed learning environment, meaning students understand that technical issues may occur and that communication is limited. According to Freitas and Myers (1998), "For the low involved student, teacher immediacy led to an increase in student attitude toward the subject matter; for the highly involved student, teacher immediacy had less impact" (p. 368).

Freitas and Myers (1998) concluded that students might have believed that a videotape used in the distributed classroom might have contained a rehearsed faculty clip. The clip could have been perceived to include such body language as rehearsed eye contact and gesturing. Students who felt that way may have been more detached from the instructor's communication, thus, lowering a sense of immediacy. Freitas and Myers offered one of the first glimpses into how to study immediacy behaviors in distributed classroom settings.

Using communication variables, such as motivation, cognitive style, and gender, as observed in three types of synchronous computerized classrooms (PowerPoint, live,

and video), Carrell and Menzel (2001) established some similarities that Freitas and Myers (1998) observed earlier. Carrell and Menzel (2001) employed the Gregoric Cognitive Style that categorizes learners into four types: Concrete Sequential, Concrete Random, Abstract Sequential, and Abstract Random. In addition, the researchers used the instruments of Generalized Immediacy, State Motivation, Perceived Learning, including affective, behavioral, and cognitive, as well as Actual Learning.

According to Carrell and Menzel (2001), “The content of the lecture included high-immediacy references to the students and their lives and a similar high immediacy application of concepts to the experiences of the students” (p. 234). The researchers used ANOVA & MANOVA to determine the impact of the presentation mode on motivation, immediacy, and the other forms of learning as dependent variables. While perceptions of teacher immediacy were highest in the live classroom ($M = 5.28$; $SD = 1.20$) and lowest in the PowerPoint setting, no statistically significant perceived difference existed in cognitive style in any of the three classroom settings.

Unlike the undergraduate sample in the first study, Carrell and Menzel (2001), conducted another study using college seniors. The lecture style study involved a variation of the treatment and included a short recall quiz. According to Carrell and Menzel (2001), “Though highest in the live setting, perceptions of teacher immediacy did not vary significantly across the three treatments” (p. 238). No statistically significant interaction effects existed for any of the treatments by cognitive style in the second study. Both studies involved measuring actual learning and perceived learning.

Carrell and Menzel (2001) concluded that no extra benefit existed to delivering a course through distance-learning methods in terms of actual learning. However, if the

institution sought to serve more students and invest less in faculty, little evidence exists to suggest that such distance-learning modalities are statistically worse than learning in traditional classroom settings. Carrell and Menzel elaborated, “From another perspective, the questions raised by the results are not *‘unfortunate’* if the suggestions illuminate previously unconsidered variables that may interact with the potential effectiveness of communication in technology driven classrooms” (p. 239). Finally, the researchers agreed that while instructors should not worry about complete replacement by television sets and computer monitors, only a slight statistically significant proof exists that quality of education suffers in such formats based on the particular study’s variables.

The focus of the study was the prominence of teacher immediacy conveyed in online teacher textbooks. According to Conaway et al. (2005), instructors can practice several strategies to help ensure teacher immediacy has an impact in the online classroom. Conaway et al. were concerned with two primary questions: What nonrelated course content responses influenced interactivities among the participants of an online class, and how do varying levels of learner-to-learner immediacy behaviors affect class outcomes? To ascertain the answers, Conaway et al. analyzed the content of 255 messages posted on Blackboard[®] asynchronous discussion boards in an online business research class. The students communicated amongst teams within the discussion boards.

Conaway et al. (2005) used a 12-point scale to rate each message based on the degree of immediacy such postings would likely inspire. Those students who responded with an *I* or *we*, for example, indicated a cohesive response. The higher the score, the higher the immediacy tendency for that student to contribute to a successful interpersonal communication exchange. With regard to the first question (what nonrelated course

content responses impacted interactivities among the participants of an online class?), the researchers indicated the following:

The results showed marked differences among numbers of immediacy indicators in each category. Only 6.4% ($n = 50$) of the total messages included indicators in the affective category related to self-disclosure and emotional expression. More than one-third ($n = 269$ or 34.58%) displayed total indicators in the cohesive category, which included phatics, vocatives, and inclusive pronouns about the group itself. (Conway et al, p. 29)

Communication shared in the synchronous modality, or any online modality, does not encompass all of the teacher immediacy behaviors that could occur between teacher and student. For example, immediacy behaviors do not account for email, chat rooms, or telephone calls. According to Conway et al. (2005), the correlation was inconsequential regarding the second question, how do varying levels of learner-to-learner immediacy behaviors affect class outcomes?

Online Teacher Immediacy Behavior Conveyed in Writing

The findings of Conway et al. (2005) illustrate that quality written communications and preclass contribution expectations in the syllabus, rather than the number of such communications, are more important in developing immediacy behaviors that support learning outcomes. The authors recommended that facilitators of business communication online courses recognize the need to monitor discussion and provide feedback. Conway et al. suggested, "Being highly involved early in the course, for example, tends to set direction and model desired behaviors" (p. 32). Using students' names and writing in a conversational style can enhance immediacy behaviors. Asking

students to provide examples during the synchronous written responses also can help to build immediacy.

The delivery style of the online instructor also can affect how students perceive immediacy. According to the Director of the Center for Nonverbal Studies, immediacy is a combination of emotion cues, the message itself, and signs that attract attention (as cited in Givens, 2001). The definition of an enthusiastic delivery style for the online classroom includes quickly responding to students, a minor immediacy emphasis in the online education textbook study. The broad definition operationalized immediacy to terms like *closeness*, *proximity* and *feelings* that describe the psychological affect of immediacy (Mehrabian, 1971: 2007).

Freitas and Myers (1998) noted the following when comparing teacher immediacy in traditional classroom settings to distributed learning settings:

Teacher immediacy has received a great deal of attention in the instructional communication literature. Originally conceptualized as teacher nonverbal behaviors that either increase or decrease the degree of psychological distance between teacher and students (Anderson, 1979), immediacy was later refined to include teacher verbal behaviors (Gorham, 1988). (p. 367)

Nonverbal examples of teacher immediacy included eye contact, body position, gestures, facial expressions, touch, space, and vocal qualities (as cited in Freitas & Myers, 1998).

However, Grobe and Pettibone (1975) expressed their fourth variable to operationalize attentiveness, a term used interchangeably with immediacy, as behaviors that displayed attempts to interact in a positive manner (e.g., student questions, responding to questions or comments, nodding head in agreement or disagreement,

laughing or smiling at the instructor). While some of the behaviors are verbal, others are nonverbal and overlap what have been commonly referred to as immediacy traits.

Conversely, according to Gorham and Zakahi (1990), teacher immediacy included when the instructor verbally personalized communication between him or herself and the student. Instructors can duplicate a personalized approach, representing a broad immediacy behavior, online by including the student's name in every communication and using a salutation that could evoke positive feelings or emotions (e.g., *good morning* or *hello*). As long as the message is personalized, the message could include further questions, praise, or humor that equates the feelings and emotions of the student.

Conclusion

A call for homogeneous textbooks that combine independent authorship with peer-reviewed journal research was announced as early as the late 1920s (Kulp, 1927). Three schools of thoughts highlight how editorial content in textbooks are shaped. DeGroot and Mashak (1978) maintain textbooks are written by academics with little practical experience. Coppola et al. (2002) argue that teachers with classroom field experience write education textbooks. Others like Arnold (1993) state that textbooks should be a collaboration of those with teaching, research, and publishing experience.

Mehrabian (1971) tied immediacy to psychological closeness between communication sender and receiver. Throughout the next three decades, the efficacy of immediacy would be analyzed in on-ground classrooms, distance learning classes, and online classrooms (See Appendix A) for a list of prominent peer-reviewed immediacy articles. Immediacy is differentiated from other online classroom terms such as *collaboration*, *interaction*, and *engagement* that might otherwise be related to behaviors

cultivated from both teacher and student. Yorks (2005) said the academy should take onus for transferring knowledge to industry and the field. According to Bleiklie and Powell (2005) scholars sometimes create new terminology for use in the practice. Terminology is the language a field uses to document theories and paradigms (He, 2004). Immediacy is a term created by scholars and it is unknown how immediacy is being communicated to the practice of teacher education outside of the academy.

Summary

A review of higher education textbook publishing illustrated that some textbooks reflect independent authorship, known as idiosyncratic, and other textbooks incorporate a more homogeneous approach combining scholarly knowledge and a variety of opinions. Griggs et al. (2004) maintained that curriculum development should be tied to textbook development and that authors should strive to agree on topics, terminology, and presentation order based on chapter headings. In the Griggs et al. study, higher education introductory psychology textbooks lacked sufficient scholarly citations, and the chapter headings and nomenclature were more idiosyncratic than homogeneous. Withrow et al. (2004) observed uniformity among criminal justice introductory texts based on inclusion of relatively even numbers of scholarly studies.

Chapter 2 presented the initial definition of the term *immediacy* and included a discussion of the importance of teacher immediacy communication to student satisfaction online and general attendance. The educational scholarly community documented teacher immediacy throughout the 1970s, 1980s, and 1990s (Rocca, 2004). Later, researchers demonstrated how to deploy teacher immediacy in the online classroom regardless of an asynchronous or synchronous modality (Easton & Katt, 2005). The literature reviewed

illustrated the importance of transferring knowledge creation from scholars to the practice (Bleiklie & Powell, 2005; He, 2004). Chapter 3 includes an explanation of the portion of the Griggs et al. (2004) study replicated in the online education textbook study and an explanation of the differentiations when examining the field of online higher education, a relatively new field compared to the field addressed in the Griggs et al. study.

CHAPTER 3: RESEARCH METHOD

Chapter 3 includes a presentation of the research method. The primary purpose of the study was to document how prominently and frequently popular mass-marketed online teaching textbooks include acknowledgment of an important teaching approach, immediacy, and how often these textbooks include acknowledgment of prominent scholarly studies about immediacy. As noted in chapter 2, scholars vary in opinion on the composition of textbooks.

DeGroot and Marshak (1978) maintained that academics with little significant firsthand experience write textbooks. Coppola et al. (2002) argued that instructors who do author textbooks do have much experience, and, finally, Arnold (1993) asserted that textbooks should be a collaboration between teaching, researching, and publishing efforts. Regardless of the author's level of experience, many scholars agree that textbooks should comprise a homogenous scholarly mix rather than reflect only the author's voice (Alred, 2006; Kulp, 1927; Laidlaw et al., 2003; Lewis et al., 2006). The homogenous approach of the textbooks was determined by examining whether the independently authored online educational textbooks included acknowledgment of the best practice of immediacy as documented by the scholars.

A secondary purpose of the study was to examine the transformation of knowledge to practice. Availability of online degree programs continue to increase. According to Kyle (2005), "The 2003 MBAInfo database indicated that 208 institutions worldwide offer MBA programs online or through distance learning. As of October 2003, USNews.com (2003) was listing 246 online graduate degree programs, up from 48 in 2001" (p. 241). However, academicians, such as Moskal, Dziuban, Upchurch, Hartman,

Truman (2006), question online education as an effective learning tool. Researchers such as these recommended that studies continue to address instructor interest in effective online teaching.

The academy exists to transfer knowledge to the practice (Bleiklie & Powell, 2005). Presence of scholarly immediacy terminology in online education textbooks indicates knowledge has been transferred. Secondly, if the practice of online education implements best practices responsibly, the practice has an opportunity to prove growth in attendance is not simply due to convenience of the online modality. Academicians have demonstrated online immediacy is a best practice that leads to student satisfaction and retention (Arbaugh, 2001; Dahl, 2004; Rocca, 2004).

An analysis of the sample psychology texts revealed a peculiar idiosyncratic view between the terminology and scholarly references in the textbooks (Griggs et al., 2004). The online education textbook study involved using a similar method of counting terms. The study of online education textbooks involved applying the quantitative content analysis methodology to independently authored online teaching textbooks instead of introductory psychology textbooks as in Griggs et al.

In a perfunctory review of one of the textbooks, *Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice and Assessment* (Bender, 2003), of the 94 references published in the back of the book, none was related to immediacy based on the sample scholarly articles listed in Appendix A. Textbooks with multiple author listings were scrutinized alphabetically to determine whether secondary or any subsequent author listing was among the immediacy study Appendix A listings. A perfunctory review also was conducted on each textbook to determine how paragraphs

were displayed so that coders knew whether a particular paragraph could be counted as well as any immediacy terminology found. For paragraph inclusions and exclusions, please see Appendix D.

Chapter 3 includes a discussion of the research appropriateness of the quantitative study, the dependent and independent variables, and the four primary questions that prompted the study and the hypothesis. Next, the chapter includes an operationalization of the Coding Book of Definitions for immediacy and other key definitions that contributed to the viability of the content analysis study. The chapter includes explanations of the delineation, tracking, and measurement of immediacy for display in chapter 4. A discussion of journalistic prominence, known as the Budd Index (1964), is included because immediacy behaviors conveyed in the textbooks were ranked based on chapter locations. Finally, the chapter concludes with a discussion of reliability, validity, and use of the descriptive content analysis methodology, including intercoder reliability, sample, population, data gathering and analysis, and instruments.

Quantitative Research Appropriateness

Griggs et al. (2004) examined introductory psychology textbooks copyrighted from 1999 to 2002 in the context of a content analysis. Griggs et al. discovered that textbooks were not homogeneous with regard to their reference citations and chapter headings. The order in which authors presented classic scholarly psychology topics and the terminology identified in published journal studies revealed no consistency among the textbooks. Finally, Griggs et al. noted that an inconsistency existed in the number of scholarly studies cited and the authors of the scholarly studies.

Because the study was a partial retest of the Griggs et al. (2004) benchmark research, the study included the content analysis format. A content analysis provides a superior quantifiable data investigative approach compared to a qualitative study. A quantitative study, such as the content analysis, allows variables to be measured to determine whether the hypothesis can be generalized (Creswell, Clark, Gutmann, & Hanson, 2003). By systematically defining variables and the measurement of each, as defined in the Coding Book of Definitions (see Appendix B), comparisons to the Griggs et al. (2004) study were presented.

The research involved comparing nine of the most popular online teaching textbooks from 2003 to 2007 to 10 of the most popular textbooks from 1999 to 2002 to determine whether a shift in immediacy coverage has occurred. By understanding the importance of immediacy conveyed, stakeholders, scholarly textbook authors, and publishers who create such popular textbooks will recognize the importance of consulting the scholarly literature before publication. Other stakeholders, such as school administrators, students, and faculty, may benefit by understanding that information available to train them has been thoroughly researched and properly funneled as an important responsibility that the literary world should uphold. Given the usefulness of the content analysis and that a qualitative approach, such as interviewing the textbooks' authors, would lead to bias, the quantitative research method was an appropriate choice.

Terminology Scale

A terminology scale was created that incorporated two categories, broad and minor for the purposes of researching immediacy related terms in the textbooks. Broad terms relate to immediacy in its simplest term. For example, Mehrabian (1971) had

indicated immediacy is the psychological closeness experienced between sender and receiver. Thus, *closeness* was selected as one of the broad immediacy terms. Minor terms relate to timely online instructor replies, such as *quick*, *fast*, and *speedy*.

Although the study involved tracking the more important broad definition of immediacy, tracking the minor counterpart was advantageous. The intent was to determine whether textbook paragraphs contained immediacy terminology in its most simplistic purpose as operationally defined. In the case of broad immediacy, terms such as *feelings* and *closeness* represented immediacy in its most simplistic form. The minor delineated terms included *timely*, *quick*, and *fast*.

In several cases, synonyms of the words (see Appendix B) represented terms related to immediacy. However, the more such terms departed from *feelings* and *emotions*, the more likely the terms were not included in the scale; for example, Textbook 2 contained the term *psychological*, which was eliminated from the scale. While the term may relate to the social and emotional well-being of the student, the term *closeness* was selected as it represented the outcome immediacy was intended in its most simplistic form. The term *think* did not function as a synonym for *thought* because thinking is an activity that occurs constantly and was too broad to appear in the category with *feelings* and *emotions*. Textbook 16 included the word *moderating*, which was not included in the scale.

The term *participation* emerged in several textbooks, including Textbook 19. *Participation* was judged a generic term, like *moderating*, related to *interaction* or *collaboration*, a low-broad immediacy term. Finally, *speedy* or *rapidly*, as defined in Thesaurus (2007), were combined because not only were *speedy* and *rapidly* synonyms

of each other, but any term numbered from 18 to 23 was classified as a minor immediacy term (terms not as important to the outcome of the study). Appendix B includes a complete list of terminology used.

Research Questions

The following research questions guided the quantitative research study:

1. Does the complete textbook sample offer a homogeneous or idiosyncratic approach to the usage of immediacy based on the number of scholarly immediacy citations referenced?
2. Among a set of recent (2003 to 2007) and a set of older (1999 to 2002) online education textbooks, what percentage of paragraphs in the first four chapters relates to both broad and minor teacher immediacy based on paragraph counts?
3. How many instances of the word *immediacy* appear in each of the online teaching textbooks, and which broad or minor immediacy terms feature most prominently in the first four chapters?
4. How prominent is teacher immediacy terminology in chapter titles?

Research Hypothesis

The following null and alternate hypotheses guided the study:

H_0 1: No difference exists between the two sets of textbooks in the number of references and citations devoted to teacher immediacy regardless of the publication timeframe.

*H*₁1: The more recent set of textbooks contains a larger number of scholarly studies related to teacher immediacy because of the publication of more prominent scholarly immediacy studies between 2003 and 2007.

Instrument Rationale

The independent variable for the study was the publication dates of the textbooks. In the study, the publication dates formed two categories: 1999 to 2002 and 2003 to 2007. The primary hypothesis indicated that the older set of textbooks would contain less discussion and terminology associated with immediacy because more online immediacy scholarly studies were published in the later period, corresponding to the newer set of textbooks. However, the earlier date set sample contained an extra textbook. The more recent the publication, the more likely online immediacy terminology would be included (see Appendix A for a list of peer-reviewed prominent immediacy scholarly studies).

The quantitative study included the content analysis instrument to examine the two sets of online textbooks available from the most popular online bookseller, Amazon.com. The study involved comparing one set of 10 of the most popular textbooks published from 1999 to 2002, when online education was struggling for legitimacy (Lao, 2002) to a more modern set. The modern set contained 9 of the most popular online educational textbooks published from 2003 to 2007, a period in which the efficacy of online education continued (Brown, 2006; Day et al., 2006; Moskal et al., 2006). The sets did not include an equal number of textbooks because each set represented all the available most popular, independently authored online teaching textbooks based on search term criteria discussed earlier.

The textbooks were only available as traditional perfect-bound or softcover textbooks. The study involved searching each textbook for key words, such as *immediacy*, within the table of contents, text, and reference pages and tracking paragraph counts related to broad and minor operational definitions of immediacy. Percentage of total paragraphs within the chapters served as comparative data. Trained coders scanned the reference pages for scholarly immediacy authors.

This method of analysis produced a quantifiable approach that stakeholders, such as textbook authors, managing editors, publishers, and online teaching administrators, will understand. The research design was conducive to the topic because the design did not involve interviewing stakeholders on their awareness of immediacy. Rather, the content analysis illustrated whether the textbooks conveyed immediacy (and to what degree), whether the editorial collective voice from 1999 to 2007 expressed immediacy terminology, and whether the textbooks were homogeneous or idiosyncratic. A content analysis is typically a quantitative study, and many such studies involve counting patterns or paragraphs or analyzing discourse in terms of square inches, or paragraph counts. Based on the particular study, all such data are quantifiable and provide statistical analysis of the selected variables under study (Neuendorf, 2002).

Population

The population was drawn from the largest mass-marketed bookstore online, Amazon.com. According to Creswell et al. (2003), the term *population* refers to individuals or objects that share common characteristics. The first step of deriving the population included selecting the Amazon.com Website menu tab entitled *textbooks*. *Mass-marketed textbook* referred to any length manuscript for sale, other than an article,

in *softcover*, also known as *perfect-bound*, or *hardcover* available to the public from online booksellers under a specific portion of such Websites labeled *textbooks*.

The search included only textbooks from the *college textbook* category tab and only the most popular, independently authored hardcover or softcover texts using the terms *engaging*, *online*, *students* or *teaching*, *online*, *students*. Initially, the search included the above terms paired with *immediacy*, but the search did not yield any textbooks. Thus, the dearth prompted more obvious and popular terms, such as *collaboration*, *interaction*, and *engaging*.

Chevalier and Mayzlin (2006) explained Amazon.com's ranking system as follows:

Chevalier and Goolsbee (2003a) report that Amazon.com claims that for books in the top 10,000 ranks, the rankings are based on the last 24 hours and are updated hourly. For books ranked 10,001–100,000, the ranks are updated once a day. For books ranked greater than 100,000, the sales ranks are updated once a month (Amazon.com 2000). (p. 346)

Sales ranking affects which books are available for retrieval, the keyword search determines, on the particular day, the search outcome. The Amazon.com search engine provided the most popular books for the key words in the search, typically returning three pages of results, detailing 48 textbooks. However, not all of the textbooks contained *online* or *distance learning* in the titles, not all were independently authored, and not all achieved the highest rankings, which led to their subsequent removal.

If a title did not include other words, such as *collaborating*, *interacting*, *engaging*, *teaching*, *learning*, *instruction*, *learners*, or *facilitation*, the textbook was removed from

the population. Moreover, in cases where *learning* appeared in a title, but the title further indicated that the textbook addressed only *assessment* or *evaluation* of online students, such titles were removed. Books arranged as compilations of multiple papers or multiple authors were excluded because the books were not independently authored. Finally, where a similarly authored textbook appeared as another edition, only the latest edition was included, and duplications of textbooks found on Amazon.com were removed.

The goal was to make both sample sets equivalent in number. However, based on popularity, the older sample yielded more qualified texts. Selection of the Amazon.com textbook sample occurred during the summer of 2006. After the proposal was accepted in April 2007, the textbooks were purchased from Amazon.com or obtained through interlibrary loans.

While every effort was made to ensure that the textbooks reflected independent authors, 3 textbooks were later found to be edited compilations of authors, not independent authorship. These textbooks could not form part of the study. To maintain as large a sample size as possible, based on sample criteria, either the next most popular book from a 2007 Amazon.com search was acquired, or, in one case, a textbook from 2007 was used because it met the criteria and was the first to appear in relation to the search string.

During the data-gathering stage, three of the textbooks were noticed to be compilations of multiple authors written by a single editor. These books were disqualified from the sample. In order to broaden the sample to the largest size possible, the decision to replace these textbooks with the next most popular independently authored textbooks was constructed from an Amazon.com search in May 2007 using the search term criteria

discussed earlier. The first most popular 2007 textbook meeting the selection criteria resulted in the sample including texts published between 1999 and 2007.

Table 1 illustrates a complete listing of the final sample of textbooks compiled under the 1999 to 2002 set and the more recent 2003 to 2007 set.

Table 1

Final Sample Selected

Popular textbooks 2003 to 2007	Popular textbooks 1999 to 2002
1. <i>How to Teach Online (and Make \$100,000 a Year)</i> by Brown (2007)	10. <i>Teaching & Learning Online</i> by Morris (2002)
2. <i>Student Engagement in Campus-Based and Online Education: University Connections</i> by Coates (2006)	11. <i>E-Activities: The Key to Online Teaching, Training and Learning</i> by Salmon (2002)
3. <i>Learning in Real Time: Synchronous Teaching and Learning Online</i> by Finkelstein (2006)	12. <i>Teaching Online</i> by Draves (2002)
4. <i>500 Tips for Open and Online Learning</i> by Race (2005)	13. <i>Supporting Students in Online, Open and Distance Learning</i> by Simpson (2002)
5. <i>75 E-Learning Activities: Making Online Learning Interactive</i> by Watkins (2005)	14. <i>E-Moderating: The Virtual Student</i> by Salmon (2001)
6. <i>Collaborating Online: Learning Together in Community</i> by Palloff and	15. <i>Teaching Online: A Practical Guide</i> by Ko and Rossen (2001)
	16. <i>Facilitating Online Learning: Effective Strategies for Moderators</i> by

- Pratt (2005)
7. *Student Retention in Online, Open, and Distance Learning* by Simpson (2003)
8. *The Virtual Student: A Profile & Guide to Working with Online Learners* by Palloff and Pratt (2003)
9. *Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice and Assessment* by Bender (2003)
- Collison, Elbaum, Haavind, and Tinker (2000)
17. *147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education* by Hanna, Glowacki-Dudka, and Conceicao-Runlee (2000)
18. *Online Education: Learning and Teaching in Cyberspace* by Kearsley (2000)
19. *Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom* by Palloff and Pratt (1999)
-

Sampling

A total of 19 independently authored textbooks were included, nine from 2003 to 2007 and 10 from 1999 through 2002. Although several other textbooks were found, they were not independently authored as discussed earlier. Based on the keyword search and Amazon.com's popular ranking method, reproducing the same sample again, may not be possible. Therefore, all the most popular independently authored books were included. Based on this sampling approach, the only other possible means to identify the best selling online teaching textbooks would be to survey the publishers. According to Riffe,

Lacy, and Fico (2005), “The value of research using a convenient sample should not be diminished” (p. 102). If the sample, such as the best selling Amazon.com population of online teaching textbooks identified, was small and the content was not homogeneous, bias may be introduced. Riffe et al. maintained that journalistic endeavors typically are not homogeneous by nature.

A cursory review of chapter arrangements was necessary after the 19 textbooks were finalized. No common pattern of terminology or the order of best practices discussed had emerged after examination of chapter headings in 4 of the textbooks. Sampling of the paragraphs was stratified by chapter. Consequently, chapter content complexity was expected to vary significantly (see Appendix H for specific paragraph counts). References from the entire sample were coded and compared to the scholarly peer-reviewed immediacy journal articles.

Griggs et al. (2004) included 24 textbooks in the study of introductory psychology textbooks but produced an in-depth study because of 100 years of psychological scholarly references available for inclusion in the texts. The practice of online education has approximately 1 decade of research from which to draw scholarly studies. Hence, the authors of the online teaching textbooks had more than 40 immediacy studies (see Appendix A) available for inclusion in the texts.

Data Collection

Raw data comprising of scholarly immediacy terminology drawn from the terminology scale discussed earlier was culled from the first four chapters of the 19 independently authored online teaching textbooks. Counting instances of prominent scholarly immediacy in-text and reference page citations were among the most important

descriptive statistical variables tracked for the study. Finally, counting the instances of scholarly immediacy terminology drawn from the terminology scale in chapter titles and sub-titles also comprised the raw data.

Each coder used the perfect bound textbooks defined in the sample to gather data about immediacy. For the terminology scale, teacher immediacy terminology was divided into two categories. The first was a broad category that included a number of terms related to immediacy, such as students' *feelings*, *closeness*, and *emotions* (Mehrabian, 1971; 2007). The second category was a minor category that included associating immediacy with timely instructor responses. The Coding Book of Definitions (see Appendix B) includes a full list of terms.

Each coder received a tabulation form. The Immediacy Terminology and Reference/Citation Coding Sheet is included in Appendix C. The carefully constructed coding sheet improved the accuracy of the data collection.

Each of the 19 textbooks received a number, and coders gathered the data based on numerical matches relevant to an assigned numerical value for coding purposes. The data gathering technique is a common practice for content analysis. Unlike other types of statistical or quantitative studies, researchers using content analysis rely heavily on the accuracy of coding. Thus, intercoder reliability formed an important part of the data collection process.

The data collection process commenced with each textbook receiving a number, 1 through 19. Next was the year of publication. The number 1 indicated textbooks published in 1999, and 9 indicated textbooks published in 2007, for example. In the

original dissertation proposal, only texts published between 1999 and 2006 were included.

The chapter headings were used to rank the prominence of immediacy terminology discussed and determined whether the term was specifically used in the first four chapters, for example. Coders compared in-text citations to a list of scholarly immediacy citations (see Appendix A) and counted and compared textbook bibliographies. If an author was listed, but his or her authorship did not appear in a corresponding scholarly article title, a credit citing a scholar was issued if the first initial and last name matched.

Data Analysis

Raw data from the 19 textbooks was entered into a Microsoft Excel[®] spreadsheet starting with the textbook assigned number based on year. The second column represented the corresponding code based on textbook publication year. Columns C through N represented the raw data for the chapter title and sub title immediacy terminology found. Columns O through X accounted for the number of paragraphs where both broad and minor immediacy terminology were found and the total number of paragraphs per chapter in each of the first four textbook chapters. Two grand total columns also accompanied this raw data category.

Columns Y through AU then included the instances of each of the 23 broad and minor immediacy terms found. Columns AV and AW were used to track the raw instances of prominent scholarly immediacy in-text and reference citations. Finally, column AX was used for the total general reference count per textbook.

To test significance of the hypothesis, samples were selected from two independent populations of textbooks. The samples were examined for evidence of scholarly references. Hypothesis testing was then conducted using a z-test comparing the proportions of the samples with scholarly references from each of the populations. The null hypothesis was that the proportion of scholarly references in the two textbook populations would be equal; the alternate hypothesis was that those textbooks with the more recent publication dates would have a higher proportion of textbooks with scholarly references than the earlier set of textbooks.

Hypothesis testing procedure for testing two population proportions was used to examine if the two samples came from populations with an equal proportion of success. The null and alternate hypothesis were applied as follows: H_0 : proportion 1 (textbooks published from 1999 to 2002) = proportion 2 (textbooks published from 2003 to 2007) and H_1 proportion 1 (textbooks published from 1999 to 2002) < proportion 2 (textbooks published from 2003 to 2007). The level of significance with a margin of error of 0.05 was applied. A z-test to compare two sample proportions was applied with calculations from the data collected from each of the population samples. In order for the hypothesis to be accepted the proportion of recently published textbooks must be greater than the proportion of earlier published textbooks with scholarly references.

Chapter 4 includes several tables, such as percentage of immediacy found in paragraphs and most prominent immediacy terms found in chapter titles. The tables illustrate comparisons of the percentage of teacher immediacy terminology in the first four chapters based on paragraph count between the two samples dated 1999 through 2002 and 2003 to 2007 and the most frequently cited immediacy terminology related to

the operational definition of scholarly teacher immediacy. The results were tabulated using Microsoft Excel[®] and MiniTab[®]. Tables displayed the data to aid in answering the research questions of the study.

Journalistic Prominence

Budd (1964) conducted one of the first studies to survey a portion of the journalism profession to develop a device, the Budd Index, to measure newspaper reader attention score. Budd developed five criteria, and eight randomly selected editors rated the criteria in terms of importance. The five criteria included (a) multicolumn heads as opposed to one-column heads; (b) a story placed at the top of any page, or above the fold; (c) stories that run three-fourths of a column; (d) stories with an accompanying photograph; and (e) stories prominently published on the front page or principal department page.

Budd (1964) removed the fourth criterion because it was not as relevant as the others, and the editors selected the fifth, second, and first criteria as the most important. The measurement device was an improvement on an earlier version developed by Teh-Chi Yu in 1949 (as cited in Budd, 1964). According to Budd, “The attention score, in its present form, is thought to be well suited for use in comparisons of publications similar in physical size” (p. 260). A cursory examination of 6 of the online teacher textbooks revealed that each was relatively the same 6 x 9 size or slightly larger. Thus, the closer immediacy terminology appeared towards chapter 1 in a textbook, based on Budd’s argument, the more the terminology would be noticed.

Intercoder Reliability

For purposes of testing the reliability of coders to cull the number of times *immediacy* appeared in a textbook, two test coders were used. Other coders were assigned specific books to code in a single training session and received specific instructions, a copy of the Coding Book of Definitions, and the necessary coding sheets. The primary goal was to determine the accuracy of the coders to find immediacy terminology within the first four chapters, chapter title headings, and subheadings. Establishing intercoder reliability included examining the accuracy of coders comparing the peer-reviewed prominent immediacy articles with those appearing in the textbook reference sections. Coders I and II examined the number of citations within the first four chapters (see Appendix A for the complete list of peer-reviewed immediacy articles).

The reliability between the two coders was compared to determine if each could count and cull the data reliably. The agreement measures revealed actual and Scott's pi. According to Riffe et al. (2005), Scott's pi is one of the most common reliability tests used. Riffe explained, "Scott's Pi computes the agreement expected by chance by looking at the proportion of times particular values of a category are used in a given test and then calculates the chance agreement or expected agreement based on those proportions" (p. 149). Finally, paragraphs containing immediacy terminology were counted and compared (chapter 4 contains the reliability results for the pilot test).

Validity

Because the population and sample of the study did not include people, much control over the accuracy of the information was attainable by devising the Coding Book of Definitions and rewriting materials to allow coders to cull data better during the pilot

test. Because the development of the coding book involved great care, external validity did not affect the outcome. Neuendorf (2002) explained validity as “the extent to which a measuring procedure represents the intended, and only the intended, concept” (p. 112). Regarding internal validity, the researcher was responsible for proper measurements. Consequently, the quantitative measurements, counting of references and paragraph devoted to immediacy, were tested for intercoder reliability.

Intercoder reliability refers to the agreement level between coders who use a particular coding tracking instrument. For the study, coders received information from the Coding Book of Definitions (see Appendix B), such as a coding tracking sheet to track measurements and code instances of words, to cull particular measurements. During the pilot phase, some definitions were modified when a particular study piece could not be counted or culled equally between the coders. The margin of error allowed was within the Scott’s pi agreement formula. Thus, internal validity of data gathered achieved the standards required for content analysis studies.

Summary

The content analysis study included replicating a portion of the Griggs et al. (2004) study with regard to citation and reference counts. The resulting sample was similar in that Griggs et al. analyzed introductory higher education texts to determine whether texts included acknowledgment of the scholarly community authors. However, the focus of the online education textbook study was the extent to which textbooks included acknowledgment of scholarly work related to immediacy. The research included measuring broad and minor immediacy terminology by paragraphs.

Because the sample size was small, using a stratified sample based on paragraph count, not page numbers, curtailed bias because the textbooks varied in size and text size. Intercoder reliability was ascertained to identify statistically significant variances in measuring immediacy, in identifying textbook chapter headings, and in identifying immediacy prominence. Statistically significant inconsistencies resulted in modifications to the survey-coding instrument and clarifications in the terminology scale.

The study contributes to the body of textbook editorial content research by Griggs et al. (2004). The study included both broad and minor operational definitions of teacher immediacy terminology and the validity built into the Coding Book of Definitions (see Appendix B). The following chapter presents the data analysis to reveal the degree to which online educational textbooks are homogeneous or idiosyncratic in chapter arrangements and usage of terminology related to immediacy and the prominence with which the textbooks convey immediacy. Chapter 4 includes a detailed analysis of the data, results, and findings.

CHAPTER 4: RESULTS

Researchers have documented in a limited number of studies the degree to which authors use scholarly research in the creation of effective and credible textbooks and popular advice books (Alred, 2006; Bleiklie & Powell, 2005; Griggs et al., 2004; Laidlaw et al., 2003; Lewis, 2002). Moreover, only a few researchers indicated whether or not the content in textbooks is homogeneous or idiosyncratic. According to Withrow et al. (2004), a sample of higher education introductory criminal justice textbooks illustrated that the publications were homogenous.

However, Griggs et al. (2004) conducted a study using a sample of introductory psychology textbooks and found the textbooks to be idiosyncratic, yielding only one scholarly reference. To test whether textbooks in the field of online education are homogeneous or idiosyncratic, identifying a scholarly best practice approach to online education was necessary to determine whether online teaching textbooks included acknowledgment of the approach. Teacher immediacy was identified as a promising best practice.

Research studies have illustrated a correlation between online teacher immediacy and increased student satisfaction and retention (Arbaugh, 2001; Dahl, 2004; Dupin-Bryant, 2004; Rocca, 2004). For the study teacher immediacy in the online classroom has been operationalized as non-verbal teacher communications that foster psychological closeness and acknowledge student feelings and emotions in a timely response. To track online immediacy terminology, *immediacy* and words closely related to the term were arranged on a scale of 1 to 23. Number 1 indicated the term *immediacy*, and number 23 indicated the terms *speedy* and *rapidly* used interchangeably. Numbers 2 through 17

indicated terms related to immediacy, such as *closeness* and *emotions* and synonyms derived of each. Numbers 18 through 23 related to the minor immediacy definition of timely feedback initiated by the instructor.

The process involved tracking terms, such as *collaboration*, *engagement*, *interaction*, and *rapport*. Selection of words for the tracking scale involved considering how closely the words related to the operational definition of *immediacy* discussed above as opposed to general *collaboration*. However, the tracking scale included synonyms related to both *immediacy* and *collaboration*. The term *collaboration* would receive a low rating compared to *immediacy*, *feelings*, *mindset*, *emotions*, and (student) *thoughts*. The complete scale consisted of 23 words (see Appendix B).

Chapter 4 summarizes the study results. The chapter includes a review of the pilot study illustrating training of the coders, updating of the coding sheets and instructions to accommodate terminology variations, and testing of the reliability of coding. The four primary research questions form the foundation of the presentation of results.

Pilot Test

The purpose of the pilot study was to test the reliability of the content analysis coding collection instrument because the study was sensitive to terminology. The pilot study helped to refine the survey coding instrument and the terminology scale to ensure that counting instances of immediacy terms were reliable among coders. Neuendorf (2002) emphasized, “Although we would like to think of reliability analysis as reflecting the success of the coding scheme, reliability is a function of two other elements as well: the particular units rated and the judges making the ratings” (p. 145). According to

Neuendorf, threats to coding reliability include a poorly constructed coding book, poorly communicated training instructions, and coder exhaustion.

The textbook by Simpson (2003) entitled *Student Retention in Online, Open, and Distance Learning* formed the basis of the pilot study. The book was readily accessible, and the title featuring *student retention* suggested that the text would reveal much immediacy terminology because scholarly studies have shown a correlation between teacher use of immediacy and student retention as well as satisfaction (Arbaugh, 2001, 2005; Rocca, 2004). Another factor leading to the selection of the textbook was the 2003 publication date. The 2003 publication year placed the textbook midway in the range of publication dates of the sample textbooks.

Intercoder Reliability

The first variable to test the reliability of each coder to cull operationalized terminology similarly was the scouting of the 23 broad and minor immediacy words within textbook chapter paragraphs. In addition to receiving the coding book and accompanying survey tabulation sheet, Coder I received detailed instructions on how best to locate the word(s) by penciling in each corresponding word code in the right-hand book margin. Coders I and II received instructions to record each numbered instance of the term as denoted in the terminology scale, 1 to 23.

If a particular immediacy term appeared twice in the same paragraph, Coders I and II received instructions to pencil in the number of the term by separating the previous documented number immediately to the right with a comma. If three, four, or more instances of the term appeared in the same paragraph, coders repeated each number of the term separated by commas. If none of the 23 applicable terminology scale words

appeared in a particular paragraph, coders assigned the paragraph number 24. Code 24 indicated an absence of both broad and minor immediacy terminology.

Coded terms culled from the paragraphs were 100% in agreement between Coder I and Coder II as calculated using Scott's Pi. However, word variations were necessarily included. For example, the term *interact* counted as *interaction*, and the word *timely* counted as *time*. Coders had noted term variations and examined the definition of each word (see Appendix B) for acceptable term variations and for complete paragraph definition inclusions and exclusions (see Appendix D). Additionally, coders performed consistently in all areas of coding including chapter term headings, counting and dividing the total number of paragraphs into broad and minor immediacy. Coders also agreed on the number of broad or minor immediacy terms, even those with variations.

Finally, the coders received training in identifying any immediacy-related in-text scholarly sources compared to Appendix A, the list of peer-reviewed scholarly immediacy studies. Appendix E contains detailed pilot reliability tallies for each coder question. Scott's Pi is used to determine if the agreement is significant. After one week of rewriting the pilot coding sheets to include acceptable term variations and addressing coding instructions for clarity, the study was conducted approximately 10 days later.

Primary Research Question

The primary research question formulated for the study was as follows: Does the complete textbook sample offer a homogeneous or idiosyncratic approach to the usage of immediacy based on the number of scholarly immediacy citations referenced? The null and alternate hypotheses of the study appeared as follows:

H_0 1: No difference exists between the two sets of textbooks in the number of references

and citations devoted to teacher immediacy regardless of the publication timeframe.

*H*₁1: The more recent set of textbooks contains a larger number of scholarly studies related to teacher immediacy because of the publication of more prominent scholarly immediacy studies between 2003 and 2007.

The results of the content analysis and descriptive statistics indicated that the complete 1999 to 2007 textbook sample reflected an idiosyncratic approach to immediacy. The textbooks included no in text citations related to prominent peer-reviewed immediacy scholarly articles defined as articles that contained the word *immediacy* in the title or abstract. Similarly, no immediacy references were found.

Textbook 6 included a citation for Gunawardena and Zittle (1997). The list of prominent scholarly immediacy studies (see Appendix A), defined as studies containing the word immediacy in the title or abstract, did not include Gunawardena and Zittle. However, research conducted by Gunawardena and Zittle was cited in some reference pages of the prominent immediacy studies identified, yet this finding was outside the scope of the study. As noted in the literature review, Gunawardena and Zittle (1997) indicated immediacy is just as important to student success as other electronic classroom techniques. Appendix F contains the number of general references found.

Percentage of Textbook Paragraphs Devoted to Immediacy

The second research question concerned the number of paragraphs containing immediacy-related terminology: Among a set of recent (2003 to 2007) and a set of older (1999 to 2002) online education textbooks, what percentage of paragraphs in the first four chapters relates to both broad and minor teacher immediacy based on paragraph counts?

The results of the examination of the percentage of broad and minor immediacy terminology observed in the first four chapters of each of the 19 textbooks reflected that the percentage of immediacy-related terminology had increased from the early set (1999 to 2002) to the more recent set (2003 to 2007) by nearly 6% (see Table 2).

Table 2

Percentage of Immediacy in Paragraphs of the First Four Chapters

2003 to 2007			1999 to 2002		
Textbook	Year	Immediacy (%)	Textbook	Year	Immediacy (%)
1	2007	17.95	10	2002	31.82
2	2006	61.17	11	2002	49.36
3	2006	48.70	12	2002	29.61
4	2005	19.26	13	2002	09.38
5	2005	10.75	14	2001	36.26
6	2005	92.86	15	2001	40.81
7	2003	04.88	16	2000	07.34
8	2003	37.82	17	2000	22.22
9	2003	13.45	18	2000	28.68
			19	1999	33.99
Average:		34.09	Average:		28.64

However, more immediacy terms related to *collaboration* and *interaction*, not *closeness* and *emotions*, which are more closely associated with immediacy. A 6% increase in immediacy terminology is low, resulting from an excess of minor immediacy terms, such as *time* and *timely*, spread throughout both textbook sets more often than broad category terms, terms closely related to immediacy, such as *feelings* and *emotions*.

Although the H₀₁ null hypothesis was accepted relative to the proportion of scholarly immediacy references, immediacy terminology had increased 6 % from the 1999 through 2002 textbook set compared to the 2003 to 2007 set. However, this increase was not significant because not one scholarly immediacy studies was referenced. However, the majority of the immediacy terminology found included terms from the minor category related to timely instructor feedback.

Closer examination of the broad immediacy terms showed that while immediacy terminology had increased over the 8-year period, the terminology related more to general online classroom communication terms, such as *collaboration* and *engagement*, rather than terms that were defined as immediacy. While few or no immediacy citations were predicted, Textbook 3 included the term *immediacy* on eight occasions and included a reference to the operational definition of immediacy, as noted in Appendix B. However, the textbook included no scholarly immediacy citations. Again, more of the terms related to collaboration and interaction, not feelings and emotions.

Textbook 6, published in 2005, reflected the highest percentage of combined broad and minor immediacy terminology with a striking 92.86%. Textbook 2, published in 2006, represented the second highest percentage of immediacy terminology found at 61.17%. Textbook 7, published in 2003, and Textbook 16, published in 2000, displayed

the lowest percentages of immediacy terminology found at 4.88% and 7.34% respectively. For a breakdown of the number of paragraphs containing immediacy terminology per chapter in each textbook please see Appendix G.

Instances of Immediacy

The third research question concerned the specific term *immediacy*: How many instances of the word *immediacy* appear in each of the online teaching textbooks, and which broad or minor immediacy terms feature most prominently in the first four chapters? Based on the Coding Book of Definitions' parameters that included only counting the terms in paragraphs, not sidebars, direct quotes, or paragraph headers, only one textbook, Textbook 3, published in 2006, yielded any instances of the word *immediacy*. Textbook 3 reflected the term on eight occasions.

Assessment of the textbooks for terms closely related to immediacy (e.g., *feelings* and *closeness*) revealed that the highest number of instances *interaction* appeared (59) was six times the highest number of instances *feelings* appeared (9) and four times the highest number of instances *emotions* appeared (15) in a single textbook. Aside from the popularity of the term *interaction* (a low-broad importance term), compared to *immediacy*, for example, the focus of the study, terminology associated with the low-priority minor category, *time* or *timely*, reflected the second highest count of all terms in a single textbook at 58. The cumulative terminology reflected among all textbooks is minor immediacy terms or broad terms of a low priority, such as *interaction* and *collaboration*.

Mindset, *closeness*, *intimate*, *proximity*, *rapport*, and *prompt*, were observed at one occurrence each. The term *mindset* was almost nonexistent, discovered once as the highest in any of the textbooks. The terms *thoughts* (high-broad importance) and

togetherness (medium-broad importance), considered more closely related to immediacy, appeared in five instances in a single textbooks. The terms *nearness*, *propinquity*, *affection*, and *punctual* were not found among the first four chapters in any of the 19 independently authored textbooks. (see Table 3).

Table 3

Most Prominent Immediacy Terms

Immediacy term	Highest occurrence in one book	Importance of broad or minor term
Interaction	59 n	Low broad
Time	58	Minor
Collaboration	38	Low broad
Emotions	15	High broad
Engagement	14	Low broad
Feelings	9	High broad
Immediacy	8	High broad
Relationships	7	Medium broad
Speedy/rapidly	7	Minor
Thoughts	5	High broad
Togetherness	5	Medium broad
Quick	4	Minor
Fast	4	Minor

Textbook Immediacy Prominence

The fourth research question appeared as follows: How prominent is teacher immediacy terminology in chapter titles? The study involved comparing the term's usage from the earlier to the more recent textbook set.

While not all of the first four chapter headings/subheadings included *immediacy* or *collaboration* terms in the broad and minor immediacy terminology scale, some textbooks included discussions of collaboration techniques under chapter headings not related to student interaction online. See Appendix I for actual chapter titles and sub-titles. The results indicated that the broad immediacy term, *thoughts*, appeared once in one of the textbook chapter titles in the 2003 to 2007 set. The left-hand column of Table 4 reflects the terminology examined from the highest importance, *immediacy*, to the lowest or minor-importance terminology related to *timely* responses.

The second most frequent terms found in the chapter titles were *interaction* at two counts, *engagement* at three counts, and *collaboration* at nine counts (see Table 4). All of these terms reflect low-broad importance. Results indicated that the textbook titles and subheadings did not include a substantive number of immediacy terms contained in the terminology scale. Moreover, no commonality of like immediacy terms in chapter title headings existed.

Table 4

Number of Immediacy Terms Found in Chapter Titles

Most prominent terms	1999 to 2002	2003 to 2007	1999 to 2007
Thoughts	0	1	1
Interaction	0	2	2

Engagement	0	3	3
Collaboration	1	9	10
Timely	2	0	2
<hr/>			
Total chapters with no accompanying sub-headings	32	15	47
Total Number of chapter titles without immediacy terms	85	78	163
<hr/>			

Summary

A content analysis study that included 19 of the most popular, independently authored online education textbooks (1999 to 2007) available on Amazon.com resulted in the data presented and analyzed in chapter 4. The content analysis involved assessing the first four chapters of each textbook to determine how often an immediacy-related term appeared within paragraphs. Tallying the instances of both broad and minor immediacy terms in chapter paragraphs and in chapter titles provided, for the first time, an operational measurement of online immediacy related terminology.

The null hypothesis (no difference exists between the two sets of textbooks in the number of references and citations devoted to teacher immediacy regardless of the publication timeframe) was accepted. Specific results of this inferential statistical hypothesis z-test procedure were that the null hypothesis could not be rejected at the specified level of significance. The proportion of recently published textbooks with

scholarly references was not significantly greater than the proportion of earlier published textbooks with scholarly references. All textbooks examined contained no prominent scholarly immediacy references.

The results of the data analyses indicated that while a number of immediacy terms were found, these terms did not apparently originate from any prominent immediacy scholarly studies as identified in Appendix A. Chapter 4 included a presentation of descriptive statistics relative to immediacy paragraph count and percentage of total paragraphs where either broad or minor immediacy terminology appeared. In addition, the chapter included descriptive statistics on the number of in-text citations and references related to prominently published peer-review immediacy studies.

The study involved comparing the 1999 to 2002 set of textbooks to the 2003 to 2007 set. None of the textbooks in the sample was published in 2004, and the earlier sample included 10 textbooks compared to 9 in the more recent sample. Even if the two sets had contained an even number of textbooks, the null hypothesis would not have been a foregone conclusion.

The null hypothesis related to the second research question was accepted even though a foregone conclusion could be noted because more peer-reviewed online immediacy studies had been published during the latter set of online education textbooks published from 2003 to 2007 compared to the earlier set published from 1999 to 2002. The results indicated that the earlier sample set included more paragraphs devoted to immediacy terminology than the later set. Chapter 5 presents a discussion based on the results and implications observed and includes recommendations for future researchers.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The purpose of this quantitative content analysis study was to examine whether or not independently authored online education textbooks used scholarly derived immediacy terminology and whether these textbooks shared common immediacy terminology in chapter headings and sub-headings. For this study, teacher immediacy was operationalized into a terminology scale using a total of 23 words most representative of the scholarly immediacy concept such as *feelings* and *closeness* to those words commonly associated with online class involvement such as *collaboration* and *interaction*. The scale was segmented into a broad category of terms and a minor category. The broad category included those discussed above and the minor category were related to timely teacher responses, a secondary operational definition of immediacy.

A total of 19 independently authored online educational textbooks were selected for the study by searching Amazon.com. Nine books were published between 2003 and 2007 and 10 books were published from 1999 through 2002. Traditional textbooks were used to count the number of immediacy terms and to identify whether the textbooks referenced prominent peer-reviewed scholarly immediacy studies, ones that included the word immediacy in their title and/or abstract. The independent variable was the textbook publication year. The dependent variable was the quantity of references to immediacy the authors may have cited.

Griggs et al. (2004), a seminal study to the current online educational textbook study, asserted that introductory psychology textbooks were almost entirely idiosyncratic, meaning these textbooks contained few or no scholarly citations. Not only were

introductory psychology textbooks almost entirely void of scholarly peer-review citations, but also chapter titles and subheadings rarely displayed agreement on classic terminology and the sequence in which topics appeared. While the purpose of the online education textbook study was to examine whether independently authored online education textbooks also acknowledged scholarly peer reviewed studies, the limitation was only devoted to scholarly immediacy studies.

Idiosyncratic Approach to Immediacy

The primary research question formulated for the study appeared as follows: Does the complete textbook sample offer a homogeneous or idiosyncratic approach to the usage of immediacy based on the number of scholarly immediacy citations referenced?

The content analysis relative to the primary research question indicated that the sample is reflective of an idiosyncratic editorial approach to immediacy. In addition, none of the textbooks in the sample included reference to any prominent peer-reviewed immediacy studies defined as those with the term *immediacy* in the title and in the abstract. The null hypothesis did not hold true since no scholarly immediacy studies were identified:

H_01 : No difference exists between the two sets of textbooks in the number of references and citations devoted to teacher immediacy regardless of the publication timeframe.

H_11 : The more recent set of textbooks contains a larger number of scholarly studies related to teacher immediacy because of the publication of more prominent scholarly immediacy studies between 2003 and 2007.

The second research question of the study concerned the number of paragraphs containing immediacy-related terminology: Among a set of recent (2003 to 2007) and a set of older (1999 to 2002) online education textbooks, what percentage of in the first four chapters relates to both broad and minor teacher immediacy based on paragraph counts? The content analysis revealed that approximately 34% of immediacy terminology appears in the sample dated 2003 to 2007; approximately 6% more than the earlier set dated 1999 to 2002. The majority of immediacy terminology discovered comprised terms from the minor category related to timely instructor responses.

The third research question involved the specific term *immediacy*: How many instances of the word *immediacy* appear in each of the online teaching textbooks, and which broad or minor immediacy terms feature most prominently in the first four chapters? Not a single instance of *immediacy* appears in the textbook sample. The terms *interaction*, *time*, and *collaboration* are the most popular within any single book at 59, 58, and 38 instances respectively. The terms *interaction* and *collaboration* were categorized as low-broad nomenclature, meaning these terms are more closely related to the minor immediacy category, unlike the immediacy terms *feelings* and *closeness* located in the broad terminology scale category.

The fourth research question appeared as follows: How prominent is teacher immediacy terminology in chapter titles? Of the 163 possible first four chapter title headings available, only 10 titles include a low-broad immediacy term, *collaboration*. One chapter title includes a high-broad immediacy categorical term, *thoughts*. Regardless of the location of the terminology in the first four chapter titles, only 18 instances of immediacy nomenclature appear. In sum, only approximately 10% of all terms in chapter

headings relate to immediacy; thus, immediacy nomenclature is not prominent or consistent from one textbook to another.

The results appear similar to the results of the study of higher education introductory psychology textbooks by Griggs et al. (2004): Textbooks tend to reflect an idiosyncratic rather than homogeneous approach. However, the test for online education textbooks was only relative to immediacy scholars, not scholarship in general. Similar to the introductory psychology textbook sample, online education textbooks reflect little agreement on terminology in chapter titles or chapter locations.

Implications of Idiosyncratic Immediacy Usage to Stakeholders

The results of the study indicate for online instructors textbooks do not necessarily expose practitioners to the best practice of immediacy as scholars defined the term. Authorship scholars claim that textbook content is selected depending on the grounding of the author's school of thought. Three schools of thought have been identified.

First, DeGroot and Marshak (1978) claimed, "textbooks are written, for the most part, by academicians without too much practical experience and are frequently based on rehashes of other texts before them by like professors" (p. 17). Second, Baker (1986) includes describing "the textbook, its authorship, and its evaluation as combining the structural aspects of teaching, research, and publication" (as cited in Arnold, 1993, p. 42). Third, Coppola et al. (2002) maintained, "Instructors tend to get their training on the job" (p. 186). The results of this study were only guided by Arnold's school of textbook development thought, that of a homogeneous approach. The study was not designed to test or examine the personal experience of the authors.

He (2004) described terminology as the chosen words used as a communication vehicle for a field. Immediacy scholars may want to consider using words that signify student behaviors, such as *collaboration* and *interaction*, in study titles and abstracts to alert researchers who might not otherwise be familiar with the term *immediacy*. While immediacy is a teacher initiated behavior, by associating the term immediacy with more commonly used online teaching terms, it may be possible to expose a broader audience to the immediacy term. The results of the study illustrate that *collaboration* and *interaction*, for example, appear to be most popular among independent online education textbook authors.

Yorks (2005) maintained that industry, like the academy, has a responsibility to transfer knowledge. The results of this study indicate that the predominant immediacy terminology was in the minor category, that of timely responses. The disconnect between online education textbook authors and immediacy scholars was more apparent in the broad category of developing teacher to student closeness and acknowledging student feelings.

This research indicates that regardless of the textbook authors' positions internal or external to the industry, the online education textbook industry has not acknowledged scholarly studies related to immediacy. Bleiklie and Powell (2005) believed that individuals have a strong role in knowledge creation in industry as well as education. Publishing leaders, authors, and scholars can improve performance in transferring research findings for inclusion in online educational textbooks.

A call by several scholars for ongoing research into the efficacy of online education continues (Brown, 2006; Day et al., 2006; Lao, 2002; Moskal et al., 2006;

O'Dwyer et al., 2007). Online educational textbook authors can disseminate an understanding of immediacy as scholars intended. Teacher immediacy in the online classroom has been operationalized as non-verbal teacher communications that foster psychological closeness and acknowledge student feelings and emotions in a timely response. Immediacy can result in satisfied students (Arbaugh, 2001) and increased attendance (Rocca, 2004).

Limitations

Aside from those limitations expressed in chapter 1, the study did not include online education textbooks edited and written by multiple authors; therefore, whether these multi-authored books incorporate immediacy terminology or include citations to peer-reviewed immediacy scholarly studies is unknown. Because no online educational textbooks contained the term *immediacy* in the title, those textbooks containing *engagement* or *collaboration* formed part of the study even though the terms are not indicative of immediacy. The focus of the study was not general collaboration or interaction in the online classroom; instead, the focus was determining how authors used immediacy terminology in the textbooks. Immediacy terms counted within the first four chapters were not necessarily used in discussion solely related to collaboration or student rapport.

Alred (2006) and Lewis et al. (2006) noted that popular texts do occasionally include acknowledgment of scholarly theories, but the occurrences may be coincidental. The inclusion of scholarly references stems from the authors' networks of colleagues and personal education that allow authors a closer relationship to the research community.

For unknown reasons, the 19 independently authored online teaching textbooks did not include examination of the many immediacy studies published.

Another limitation is that the textbooks did not acknowledge the operational definition of immediacy as defined in this study. Immediacy terminology found was likely coincidental. However, the textbooks and the efficacy of the many other online teaching techniques discussed can appeal to a wide-range of online education stakeholders.

Finally, as noted earlier, a limitation exists in Appendix A in that the references are not all inclusive of scholarly immediacy studies. Only the prominent immediacy scholarly studies that had the word *immediacy* in the title or abstract were compared. In addition, more prominent immediacy studies were published from 2003 to 2007 as opposed to those from 1999 to 2003. Scholarly immediacy references dated 2003 to 2007 could not have appeared in the set of online education textbooks dated 1999 to 2002.

Research Recommendations

The purpose of this quantitative content analysis study was to examine if online education textbooks acknowledge important teaching best practices identified by scholars. To test whether scholarly findings are transferred in the textbooks, scholarly immediacy studies and terminology was counted. The study examined the first four chapters of online education textbooks even though in some instances chapters beyond the first four included immediacy terminology. According to Budd (1964), content further from the front chapters would less likely be as important to read. In several textbooks, the first four chapters represented a great deal of the entire text. Appendix H

contains a complete listing of total textbook page counts versus page counts of the first four chapters. Consequently, future researchers may want to sample all textbook chapters.

In addition, this research recommends future researchers consider surveying textbook authors to determine why the term *immediacy* was absent. Investigating scholars' opinions on how prominently they might feature immediacy terminology in chapter headings could be used to test author familiarity of immediacy particularly if prominent scholarly immediacy author names were used to prompt responses. This suggestion may in of itself prompt more online education textbook authors to consider including more information on immediacy as intended by immediacy scholars.

The most cogent benefit of the study was found in the first usage of the scholarly derived immediacy terminology scale. For the first time the concept of immediacy was operationalized for key immediacy related terms that scholars deemed important. The scale allowed the ability for immediacy terminology to be counted. For example, as noted earlier, the most prominent immediacy terms found in the first four chapters were those related to student and teacher behaviors such as *interaction* and *collaboration* opposed to teacher initiated behaviors important to immediacy such as acknowledging student *emotions* and *feelings*. The most popular immediacy terminology found in chapter titles or sub titles was again *collaboration*, a term not readily associated with the scholarly definition of immediacy.

This study provided an operationalized definition of online immediacy based on the immediacy vocabulary scale and the content analysis methodology. Other researchers may want to incorporate this scale and methodology or refine it based on the mediums

sampled. Other scholarly concepts that researchers may want to track in the practice of online education may include andragogy itself.

The research findings also recommend future studies that can investigate other online teaching preparatory materials such as those in higher education training manuals and online training courses for relative scholarly immediacy attribution and standardization of terminology. Griggs, et al. (2004) has noted teachers deserve standardization of terminology. Finally, according to Cabré (1999),

Another aspect of standardization of terminology, the standardization of the principles and methods of terminology is the task of an international organization such as ISO, who makes unified guidelines and principles for work in terminology so as to achieve a coherent approach and to improve communication (as cited in He, 2004, p. 88).

Consequently, higher education leadership as well as educational publishing leadership may want to join forces with the International Organization of Standardization (ISO) to study ways to improve consistency in higher education terminology usage and categorization. Other organizations including the Library of Congress that categorizes books also may need to enter into a dialog with ISO, authors, and publishers.

Summary

The purpose of the study was to examine the extent to which authors included scholarly immediacy terminology and immediacy scholarly citations and references in a sample of independently authored online education textbooks to see if the practice acknowledges what scholars deem important. A quantitative content analysis of 19 of the most popular online education textbooks found on Amazon.com produced similar results

as the Griggs et. al. (2004) study, but only related to scholarly immediacy. The textbooks did not include acknowledgment of any prominent peer-reviewed immediacy studies, defined as studies with the word *immediacy* in the title or abstract (see Appendix A). The extent to how homogeneous the online education textbooks acknowledged any other type of scholarly studies was outside the scope of this research.

As the online education industry evolves, researchers continue to inquire about the efficacy of online education (Brown, 2006; Day et al., 2006; Lao, 2002; Moskal et al., 2006). Independent authors of online education textbooks are in a position to transfer immediacy best practices by acknowledging scholarly findings that can contribute to greater efficacy of online education. This research supports Bleiklie and Powell's (2005) stance that the onus is on the scholarly community to help transfer knowledge to the field, so too should the field be responsible for acquiring and seeking knowledge.

While the textbooks yielded a number of references and any number of them could have been scholarly, none of the textbooks contained reference to prominent immediacy studies. However, the study was designed to examine the degree to which the textbooks include idiosyncratic or homogenous scholarly immediacy editorial content. In relation to scholarly immediacy content, the textbooks illustrate an overwhelmingly idiosyncratic approach.

Collegiate research, in the form of the many prominent scholarly immediacy studies identified in Appendix A, has contributed to foundational knowledge in the online education profession. Yet, there is no other available research to indicate how much of the results of these scholarly immediacy studies are relayed to the online teaching profession other than this study of online teaching textbooks. Consequently, the study

was useful in capturing how one such instance of scholarly derived information is transferred to the practice using online education textbooks for an initial test.

Griggs et al. (2004) noted in a study of introductory psychology textbooks that authors acknowledged scholars very little, and no consistency existed in chapter title headings and nomenclature associated with classical psychology studies. The significance of such scholarly acknowledgement would provide greater efficacy to the online classroom learning format. Acknowledging scholarly immediacy in any stakeholder communications such as online education textbooks, online faculty training materials, and in online faculty classes can provide greater immediacy exposure.

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APPENDIX A: AVAILABLE IMMEDIACY SCHOLARLY ARTICLES

(Please note: The following list is for coding purposes and is not the references of this study.)

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APPENDIX B: CODING BOOK OF DEFINITIONS

Chapter and subtitle name: A chapter name is the first listing that appears beside the chapter number, part number, or corresponding page number, regardless of font size or bold application on the Table of Contents or Contents page(s). A subtitle under the chapter name may or may not include an indent. If a second, third, or subsequent number of chapter subtitle indentation schemes are apparent, any or all words under that scheme may be included under the initial subtitle as a broad or minor immediacy code as applicable provided that no further indentation appears. *Forward* or *Preface* is not identified or coded in any study section.

size: size is measured as a percentage based on number of paragraphs in the first four chapters that contain terminology of either the broad or minor immediacy emphasis. size does not include paragraph headers or art, photographs, or chapter cover pages.

Immediacy Terminology Scale

Broad immediacy operationalized: (1) *immediacy*, (2) *feelings*, (3) *mindset*, (4) *thoughts*, (5) *emotions*, (6) *closeness*, (7) *nearness*, (8) *intimate or intimacy*, (9) *proximity*, (10) *propinquity*, (11) *relationship(s)*, (12) *affection*, (13) *togetherness*, (14) *rapport*, (15) *interaction/interactivity*, (16) *engagement*, (17) *collaboration* (Thesaurus, 2007). In addition, *feelings* and *emotions* are synonyms of one another and form part of the operational definition of immediacy. All terms are weighted for purposes of immediacy likeness and prominence. Words assigned lower numbers are considered to be more related to immediacy. Aside from *affection*, no other synonym found would be germane to immediacy or general collaboration (Thesaurus, 2007).

Minor immediacy operationalized (18) *timely*, (19) *prompt*, (20) *punctual*, (21) *quick*, *quickly*, (22) *fast*, (23) *speedy or rapidly* (Thesaurus, 2007). *Speedy* and *rapidly* are combined because not only are they synonyms of one another, but also any term higher than 18 is classified as minor immediacy terminology, terms not as important to the outcome of the study.

Independently authored textbook: An independently authored textbook is a textbook that may contain one, two, or multiple authors. However, such a textbook may not have an editor listed as the primary author and a textbook that does not feature a different author listed specifically for one or more chapters.

In-text citation: An in-text citation refers to any single-count author mentioned only within immediacy .

Paragraph: A paragraph is counted as long as the broad or minor immediacy terminology appears. Any variances in proportions of textbook size become invalid when counting paragraphs after each textbook paragraph length is averaged (Riffe, Fico, & Lacy, 2005). Bullet points between paragraphs are not included in the count.

Popular textbook: A popular textbook refers to any length manuscript for sale, other than an article, in *softcover*, also known as *perfect-bound*, or *hardcover* available to the public from Amazon.com under the textbook *menu* tab in accordance with search strings defined in chapter 3.

Prominence: Prominence refers to how close to the front of the book immediacy chapter headings and subheadings appear. If any one of the above 23 terms appears in a

chapter heading or subheading, the corresponding number is applied to track its level of prominence. See the Coding Survey Sheet for details.

Prominent scholarly article: A prominent scholarly article is any article culled from the EBSCOhost database containing the word *immediacy* in its title or abstract.

Scholarly refers to peer-reviewed published journal articles that address traditional classroom (on-ground) teacher immediacy, online teacher immediacy, or variations that contain the word *immediacy* in their abstracts or are located through a title search (see Appendix A).

Reference: A reference refers to any single-count, complete author credit found in a separate bibliographical section in the back of the textbooks. The study does not involve taking into consideration whether a particular author's name appears twice, in a coauthorship, for example.

Sidebars: A sidebar is text that is not part of the main chapter flow and may include a photograph or text enlarged for special attention or meaning. Sidebar text is not coded.

Teacher immediacy: Teacher immediacy is defined in two formats within the mass-marketed textbook: First, *broad emphasis* addresses the need for instructors to acknowledge or reinforce the *feelings* of the online students personally as well as foster psychological *closeness* (Mehrabian, 1971; 2007). Second, *minor emphasis* references *timely* instructor response.

APPENDIX C: IMMEDIACY TERMINOLOGY AND REFERENCE/CITATION

CODING SHEETS

Textbook _____ | ____ |

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19)

Author(s) _____

Year Published _____ | ____ |

(1) = 1999 (2) = 2000 (3) = 2001 (4) = 2002

(5) = 2003 (6) = 2004 (7) = 2005 (8) = 2006 (9) = 2007

1. Immediacy or student engagement chapters' prominence:

First two subtitles also will be examined. Examine chapter title and subtitle words.

(10) Chapter 1 title _____ (30) Chapter 3 title _____

(11) Chapter 1 subtitle 1 _____ (31) Chapter 3 subtitle 1 _____

(12) Chapter 1 subtitle 2 _____ (32) Chapter 3 subtitle 2 _____

(20) Chapter 2 title _____ (40) Chapter 4 title _____

(21) Chapter 2 subtitle 1 _____ (41) Chapter 4 subtitle 1 _____

(22) Chapter 2 subtitle 2 _____ (42) Chapter 4 subtitle 2 _____

Use broad or minor immediacy definitions to determine chapter prominence.

Broad terms: (1) *immediacy*; (2) *feelings*; (3) *mindset*; (4) *thoughts*; (5) *emotions*; (6) *closeness*; (7) *nearness*; (8) *intimate* or *intimacy*; (9) *proximity*; (10) *propinquity*; (11) *relationship(s)*; (12) *affection*; (13) *togetherness*; (14) *rapport*; (15) *interaction*; (16) *engagement*; (17) *collaboration*. Minor terms: (18) *timely*, excluding *real-time*, *same-time*, *time-consuming*; (19) *prompt*; (20) *punctual*; (21) *quick* or *quickly*; (22) *fast*; (23)

speedy or *rapidly*. (0) indicates no major or minor immediacy in content, and (24) indicates no subchapter title.

Note: Any variation of a particular word is acceptable except where noted. For example, *engagement*, *engage*, *engaging*, and *engaged* are acceptable. If the word *immediacy* appears, judge the sentence. If the sentence relates only to time, then code as the word *time*. If the word *immediate* appears, code as *time*.

2. Total immediacy by paragraph and delineations (not including art, photos, chapter title page after Table of Contents, sidebars, or any text not found in the typical paragraph for the textbook):

Place the appropriated code(s) in the left margin of the first four chapters of text:

Use broad or minor immediacy definitions to determine chapter prominence.

Broad terms: (1) *immediacy*; (2) *feelings*; (3) *mindset*; (4) *thoughts*; (5) *emotions*; (6) *closeness*; (7) *nearness*; (8) *intimate* or *intimacy*; (9) *proximity*; (10) *propinquity*; (11) *relationship(s)*; (12) *affection*; (13) *togetherness*; (14) *rapport*; (15) *interaction*; (16) *engagement*; (17) *collaboration*. Minor terms: (18) *timely*, excluding *real-time*, *same-time*, *time-consuming*; (19) *prompt*; (20) *punctual*; (21) *quick* or *quickly*; (22) *fast*; (23) *speedy* or *rapidly*. (0) indicates no major or minor immediacy in content.

Note: Any variation of a particular word is acceptable except where noted. For example, *engagement*, *engage*, *engaging*, and *engaged* are acceptable.

2a. Total paragraphs devoted to immediacy: Broad or minor?

For this number, tally the instances of paragraphs in which a minimum of one code appears. Do not add the codes. Place this number here representing the summary of each chapter:

Chapter 1 Immediacy ¶s	_ _ _ _	TTL All ¶s	_ _ _ _
Chapter 2 Immediacy ¶s	_ _ _ _	TTL All ¶s	_ _ _ _
Chapter 3 Immediacy ¶s	_ _ _ _	TTL All ¶s	_ _ _ _
Chapter 4 Immediacy ¶s	_ _ _ _	TTL All ¶s	_ _ _ _
Grand Immediacy ¶ TTL	_ _ _ _	Grand All ¶ TTL	_ _ _ _

3. Total immediacy by coded delineated terms within all four chapters:

Tally each instance of immediacy term you tracked in the right-hand paragraph textbook margin as one stick unit. When you reach five, cross the sticks to represent that number.

For example: |~~||||~~|

1	_ _ _ _	TTL	_ _ _ _
2	_ _ _ _	TTL	_ _ _ _
3	_ _ _ _	TTL	_ _ _ _
4	_ _ _ _	TTL	_ _ _ _
5	_ _ _ _	TTL	_ _ _ _
6	_ _ _ _	TTL	_ _ _ _
7	_ _ _ _	TTL	_ _ _ _
8	_ _ _ _	TTL	_ _ _ _
9	_ _ _ _	TTL	_ _ _ _
10	_ _ _ _	TTL	_ _ _ _
11	_ _ _ _	TTL	_ _ _ _
12	_ _ _ _	TTL	_ _ _ _
13	_ _ _ _	TTL	_ _ _ _
14	_ _ _ _	TTL	_ _ _ _

15	____	____	____	____	____	____	____	____	____	____	TTL	____
16	____	____	____	____	____	____	____	____	____	____	TTL	____
17	____	____	____	____	____	____	____	____	____	____	TTL	____
18	____	____	____	____	____	____	____	____	____	____	TTL	____
19	____	____	____	____	____	____	____	____	____	____	TTL	____
20	____	____	____	____	____	____	____	____	____	____	TTL	____
21	____	____	____	____	____	____	____	____	____	____	TTL	____
22	____	____	____	____	____	____	____	____	____	____	TTL	____
23	____	____	____	____	____	____	____	____	____	____	TTL	____

4. Total in-text immediacy-based scholarly citations found

inside broad/minor immediacy

(see List of Prominent Scholarly Immediacy Authors):

Subtract listings whose last names appear more than once: Minus =

TTL In-Text =

5. Total count of prominent immediacy references (back of book)

related to immediacy-specific studies

(see List of Prominent Scholarly Immediacy Authors):

Does not take into consideration whether a particular author's name appears more than once, in a coauthorship, for example.

6. Total count of any references found in the section labeled References in the back of the textbook:

APPENDIX D: CODING BOOK EXCLUSIONS AND INCLUSIONS

Textbooks	Blocked direct quotes are not included because these comments do not represent the independent authors themselves. Bullets and numbering are not included. Sidebars are not included (see Appendix C).
1. <i>How to Teach Online (and Make \$100,000 a Year)</i>	► Large text paragraphs with no indentations separated by white space. ► Paragraphs in chapter 4 dominated by underlined one-word leads. Code as paragraph.
2. <i>Student Engagement in Campus-Based and Online Education: University Connections</i>	Numbering not included. ► Bibliography in lieu of References.
3. <i>Learning in Real Time: Synchronous Teaching and Learning Online</i>	► Paragraphs fluctuate from those not indented in the first chapter stanza to those indented. ► Bulleted paragraphs count as separated by white space.
4. <i>500 Tips for Open and Online Learning</i>	Further readings in reference section not counted as references. ► Numbered paragraphs do count.
5. <i>75 E-Learning Activities: Making Online Learning Interactive</i>	This space intentionally left blank.
6. <i>Collaborating Online: Learning Together in Community</i>	This space intentionally left blank.
7. <i>Student Retention in Online, Open and Distance Learning</i>	► Indent begins new paragraph.
8. <i>The Virtual Student: A Profile & Guide to Working with Online Learners</i>	This space intentionally left blank.
9. <i>Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice and Assessment</i>	► Paragraphs typically indented with no space between. Some lead paragraphs have no indentations.
10. <i>Teaching & Learning Online</i>	This space intentionally left blank.
11. <i>E-Activities: The Key to Online Teaching, Training and Learning</i>	This space intentionally left blank.
12. <i>Teaching Online:</i>	► Paragraphs typically indented with no space between. Some lead paragraphs have no indentations. Lettered paragraphs not counted.
13. <i>Supporting Students in Online, Open and Distance Learning</i>	The word immediacy did show as a bullet, but could not be counted.
14. <i>E-Moderating: The Virtual</i>	This space intentionally left blank.

<i>Student</i>	
15. <i>Teaching Online: A Practical Guide</i>	<ul style="list-style-type: none"> ▶ Sample syllabus does contain one standard paragraph ▶ Important bold tipped information separated by white space considered a paragraph.
16. <i>Facilitating Online Learning: Effective Strategies for Moderators</i>	This space intentionally left blank.
17. <i>147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education</i>	▶ Numbered paragraphs do count.
18. <i>Online Education: Learning and Teaching in Cyberspace</i>	This space intentionally left blank.
19. <i>Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom</i>	This space intentionally left blank.

Key
 = Exclusions ▶ = Inclusions

APPENDIX E: INTER-CODER RELIABILITY RESULTS

1. Broad or minor immediacy terminology based on online education textbook Table of Contents, chapter, and subchapter headings (see corresponding code numbers in Appendix B):

	Chap 1 title	Subtitle 1	Subtitle 2	Chap 2 title	Subtitle 1	Subtitle 2
Coder I	24	24	24	24	24	24
Coder II	24	24	24	24	24	24

	Chap 3 title	Subtitle 1	Subtitle 2	Chap 4 title	Subtitle 1	Subtitle 2
Coder I	24	24	24	24	24	24
Coder II	24	24	24	24	24	24

Note. 24 = No broad or minor immediacy terms found.

$$\text{Scott's } \pi = \frac{1.00 - 0.083}{1.00 - 0.083} \quad \text{Scott's } \pi = \frac{PA_O - PA_E}{1 - PA_E}$$

2. Total broad and minor immediacy paragraph count in the first four chapters:

	Chap 1	Chap 2	Chap 3	Chap 4	Total
Coder I	1	5	1	1	8
Coder II	1	5	1	1	8

$$\text{Scott's } \pi = \frac{1.00 - 0.4375}{1.00 - 0.4375} \quad \text{Scott's } \pi = \frac{PA_O - PA_E}{1 - PA_E}$$

3. Total paragraph count in the first four chapters:

	Chap 1	Chap 2	Chap 3	Chap 4	Total
Coder I	27	50	41	56	174
Coder II	27	50	41	56	174

$$\text{Scott's } \pi = \frac{1.00 - 0.266}{1.00 - 0.266} \quad \text{Scott's } \pi = \frac{PA_O - PA_E}{1 - PA_E}$$

4. Total broad and minor immediacy terminology in the first four chapters (see corresponding code numbers in Appendix B):

Coder I

1	2	3	4	5	6	7	8	9	10	11	12	2
		2			4							
13	14	15	16	17	18	19	20	21	22	23		

Coder II

1	2	3	4	5	6	7	8	9	10	11	12	2
		2			4							
13	14	15	16	17	18	19	20	21	22	23		

Actual agreement comparison across all numbers: 100%

5. Total in-text scholarly immediacy citations in all paragraphs in chapters 1 through 4 minus any duplicate authors:

Chap 1-4	
Coder I	0

Coder II	0
----------	---

Actual agreement comparison across all numbers: 100%

6. Total general references located at back of book, minus any duplicate authors:

General
Reference
Count

Coder I	94
---------	----

Coder II	94
----------	----

Actual agreement comparison across all numbers: 100%

APPENDIX F: TOTAL GENERAL REFERENCE COUNT PER TEXTBOOK

	Total reference
Textbook	count
1	0
2	434
3	52
4	0
5	10
6	41
7	94
8	82
9	98
10	0
11	83
12	0
13	72
14	87
15	0
16	16
17	43
18	147
19	107

APPENDIX G: FIRST FOUR CHAPTER PAGE COUNT, TOTAL BOOK PAGE
COUNT

	First 4 chapter page count (including pages before chapter 1)	Total page count (before references)
1. <i>How to Teach Online (and Make \$100,000 a Year)</i>	56	111
2. <i>Student Engagement in Campus-Based and Online Education: University Connections</i>	66	186
3. <i>Learning in Real Time: Synchronous Teaching and Learning Online</i>	64	146
4. <i>500 Tips for Open and Online Learning</i>	119	188
5. <i>75 E-Learning Activities: Making Online Learning Interactive</i>	144	323
6. <i>Collaborating Online: Learning Together in Community</i>	54	103
7. <i>Student Retention in Online, Open and Distance Learning</i>	72	158
8. <i>The Virtual Student: A Profile & Guide to Working with Online Learners</i>	50	178

9. <i>Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice and Assessment</i>	44	204
10. <i>Teaching & Learning Online</i>	36	121
11. <i>E-Activities: The Key to Online Teaching, Training and Learning</i>	108	219
12. <i>Teaching Online</i>	30	264
13. <i>Supporting Students in Online, Open and Distance Learning</i>	50	226
14. <i>E-Moderating: The Virtual Student</i>	67	171
15. <i>Teaching Online: A Practical Guide</i>	81	310
16. <i>Facilitating Online Learning: Effective Strategies for Moderators</i>	99	213
17. <i>147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education</i>	65	67
18. <i>Online Education: Learning and Teaching in Cyberspace</i>	60	194
19. <i>Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom</i>	58	194

APPENDIX H: TOTAL PARAGRAPHS CONTAINING ANY IMMEDIACY TERM

Text	Chap 1		Chap 2		Chap 3		Chap 4		Chap 1-4	
	Imm	TTL	Imm	TTL	Imm	TTL	Imm	TTL	Imm	Grand
	¶	¶	¶	¶	¶	¶	¶	¶	TTL	TTL
1	5	30	14	45	2	19	7	62	28	156
2	32	40	51	77	9	39	34	50	126	206
3	21	41	35	40	14	67	24	45	94	193
4	33	162	6	80	24	72	15	91	78	405
5	16	81	5	207	6	137	5	82	33	307
6	37	41	22	24	13	13	19	20	91	98
7	1	27	5	50	1	41	1	56	8	164
8	10	37	27	54	14	29	7	36	59	156
9	6	25	1	8	8	45	8	21	23	171
10	2	5	6	25	6	23	10	35	28	88
11	11	24	37	72	28	60	39	77	115	233
12	3	17	15	30	4	20	7	42	29	109
13	0	13	1	19	9	70	2	26	12	128
14	17	35	30	66	9	33	6	37	62	171
15	11	45	12	59	18	89	5	30	91	223
16	6	61	5	70	7	118	6	78	24	327
17	30	99	11	34	12	87	11	68	64	288

18	2	9	8	29	7	39	22	39	39	136
19	17	143	8	135	9	136	18	139	52	153

Note. Chap = chapter; ¶ = paragraph; Imm = any immediacy terms; TTL = total.

APPENDIX I: ACTUAL CHAPTER TITLES AND SUBTITLES

If no subtitle is listed, no subtitle appeared in the text:

1. *How to Teach Online (and Make \$100,000 a Year)*
 - Chapter 1 Educational Requirements
 - Subhead 1 Transcripts
 - Subhead 2 Recommendations
 - Chapter 2 Selecting Schools
 - Subhead 1 Payscale
 - Subhead 2 Holiday Schedule
 - Chapter 3 Maximizing Your Income
 - Subhead 1 Diversity of Your Portfolio
 - Subhead 2 Teach More than One Subject
 - Chapter 4 Optimizing Your Teaching
 - Subhead 1 Teaching at the University of Phoenix
 - Subhead 2 Teaching at Axia College

2. *Student Engagement in Campus-Based and Online Education: University Connections*
 - Chapter 1 Engaging Learning Online and On-Campus
 - Chapter 2 Student Engagement
 - Chapter 3 Contemporary Campus-Based Online Learning
 - Chapter 4 A Snapshot of Existing Insight into Student Engagement

3. *Learning in Real Time: Synchronous Teaching and Learning Online*
 - Chapter 1 Learning Live Online
 - Subhead 1 Synchronous Interaction across Learning Continuum
 - Subhead 2 Needs Served by Synchronous Interaction
 - Chapter 2 Real-Time Learning as Good Practice
 - Subhead 1 Contact between Students & Faculty
 - Subhead 2 Cooperation among Students
 - Chapter 3 Tools for Training in Real-Time
 - Subhead 1 Text-Based Tools
 - Subhead 2 Live Audio & Video Tools
 - Chapter 4 Real-Time Learning Venues
 - Subhead 1 A Moving Target
 - Subhead 2 Chat Rooms

4. *500 Tips for Open and Online Learning*
 - Chapter 1 What is Open Learning, Why Use It, Who Benefits, and How?
 - Subhead 1 What Sorts of Learning?
 - Subhead 2 How Open Learning Works
 - Chapter 2 Adopt or Start from Scratch
 - Subhead 1 Deciding Where to Start

- Subhead 2 Choosing Published Training Resources
- Chapter 3 Designing New Resource Materials
- Subhead 1 Focusing on Learners
- Subhead 2 Tone and Style Decisions
- Chapter 4 Putting Technology to Work
- Subhead 1 Making Video Work for Learning
- Subhead 2 Making Audio Work for Learning

5. *75 E-Learning Activities: Making Online Learning Interactive*

- Chapter 1 Tips of Effective E-Learning Design and Delivery
- Subhead 1 10 Tips for Assessing Learning Readiness
- Subhead 2 10 Tips for Learning Online
- Chapter 2 Introductions & Icebreakers
- Subhead 1 Let Me Introduce...
- Subhead 2 My First Time
- Chapter 3 e-Learning Skills
- Subhead 1 e-Learning Study Skills
- Subhead 2 e-Learning Readiness Self-Assessment
- Chapter 4 Collaboration & Team Building
- Subhead 1 Group Norms
- Subhead 2 Group Member Responsibilities

6. *Collaborating Online: Learning Together in Community*

- Chapter 1 Collaboration in the Online Environment
- Subhead 1 Collaboration: The Hallmark of Constructivism
- Subhead 2 Why Collaborate Online?
- Chapter 2 The Process of Online Collaboration
- Subhead 1 The Stages of Collaboration
- Subhead 2 Tools for Collaboration
- Chapter 3 Collaboration Challenges
- Subhead 1 Things that Go Bump in the Night
- Subhead 2 Participation Challenges
- Chapter 4 Assessment & Evaluation of Collaborative Work
- Subhead 1 Learner Centered Assessment, Including Self-Assessment
- Subhead 2 Rubrics & Expectations

7. *Student Retention in Online, Open and Distance Learning*

- Chapter 1 A Background of Student Retention
- Subhead 1 The Literature of Retention
- Subhead 2 Theories and Models of Retention
- Chapter 2 Who Drops Out and Why?
- Subhead 1 Who Drops Out?
- Subhead 2 Why Students Drop Out—What They Say
- Chapter 3 Recruitment & Retention
- Subhead 1 Recruitment versus Retention

- Subhead 2 Course & Program Choice and Retention
- Chapter 4 Integration
- Subhead 1 Social Integration
- Subhead 2 Academic Integration

8. *The Virtual Student: A Profile & Guide to Working with Online Learners*

- Chapter 1 A Profile of the Virtual Student
- Chapter 2 The Student Side of Online Learning Communities
- Chapter 3 Learning Styles
- Chapter 4 Gender, Culture, Lifestyle & Geography

9. *Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice and Assessment*

- Chapter 1 The Distance Learner
- Subhead 1 Can the Mind Exist Independent of the Body?
- Subhead 2 Differentiating Between Space & Place
- Chapter 2 The Ultimate Role of the Online Teacher
- Subhead 1 Who Do We Teach?
- Subhead 2 The Importance of Personalizing Education
- Chapter 3 Rethinking Learning Theory within the Online Class
- Subhead 1 Hierarchy of Thoughts & Acquisition of Knowledge
- Subhead 2 Benjamin Bloom's Taxonomy
- Chapter 4 Course Design
- Subhead 1 Customizing the Class
- Subhead 2 Biographical Statement and Syllabus

10. *Teaching & Learning Online*

- Chapter 1 Coordinator of the Online Program
- Chapter 2 Determining Your Audience
- Chapter 3 Developing and Sharing Your Vision
- Chapter 4 Securing Funding and Building a Budget

11. *E-Activities: The Key to Online Teaching, Training and Learning*

- Chapter 1 E-tivities for Active Online Learning
- Chapter 2 The Five Stage Framework & E-tivities
- Chapter 3 E-tivities in Action
- Chapter 4 Creating E-tivities

12. *Teaching Online*

- Chapter 1 Lifelong Learning in the 21st Century
- Chapter 2 How the Internet is Changing What We Learn
- Chapter 3 Learning in Person
- Chapter 4 The Technology of Online Learning

13. *Supporting Students in Online, Open and Distance Learning*

- Chapter 1 Models and Definitions
 - Subhead 1 Models of ODL Systems
 - Subhead 2 Definitions in Student Support
- Chapter 2 Background to Student Support
 - Subhead 1 Reasons for Student Support
 - Subhead 2 Support Categories
- Chapter 3 Non-Academic Student Support, Advising
 - Subhead 1 Advising Activities
 - Subhead 2 Advising Qualities & Skills
- Chapter 4 Academic Support: Tuition
 - Subhead 1 Tuition Activities
 - Subhead 2 Tuition Styles

14. *E-Moderating: The Virtual Student*

- Chapter 1 What is E-Moderating?
 - Subhead 1 Jane's Diary
 - Subhead 2 E-Moderating: A New Way of Teaching
- Chapter 2 A Model for CMC in Education and Training
 - Subhead 1 About the OU
 - Subhead 2 Building a Model for CMC Education and Training
- Chapter 3 E-Moderating Qualities and Roles
 - Subhead 1 What Does E-Moderating Do?
 - Subhead 2 Moderator Competencies
- Chapter 4 Training E-Moderators
 - Subhead 1 Plan to Train
 - Subhead 2 Training of E-Moderators in OUBS

15. *Teaching Online: A Practical Guide*

- Chapter 1 Teaching Online: An Overview
- Chapter 2 Scouting the Territory: Exploring Your Institution's Resources
- Chapter 3 Course Conversation
- Chapter 4 Creating an Effective Online Syllabus

16. *Facilitating Online Learning: Effective Strategies for Moderators*

- Chapter 1 Principles that Support Effective Moderating
 - Subhead 1 Consortium Net Courses
 - Subhead 2 The New Landscape
- Chapter 2 Negotiating Space: Forms of Dialogue and Goals of Moderating
 - Subhead 1 Forms of Dialogue
 - Subhead 2 Social Dialogue
- Chapter 3 Key Facilitation Roles
 - Subhead 1 The Facilitator as "Guide on the Side"
 - Subhead 2 The Facilitator as Instructor or Leader
- Chapter 4 Healthy, Online Communities

- Subhead 1 Functional Online Groups
- Subhead 2 Keeping an Online Community Happy & Healthy

17. *147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education*

- Chapter 1 Before You Begin
 - Subhead 1 Know Yourself
 - Subhead 2 Determine Your Philosophy of Teaching and Learning
- Chapter 2 Myths and Constraints of Online Teaching and Learning
 - Subhead 1 Myth: Learners are Unable to Adapt to the Online Environment
 - Subhead 2 Myth: The Instructor Has to Know How to Do Everything
- Chapter 3 Organizing the Online Classroom
 - Subhead 1 Identify the Course Design
 - Subhead 2 Consider Course Goals & Objectives
- Chapter 4 Beginning Instruction in the Online Course: Implementing the Course Design
 - Subhead 1 Creating a Space for Learning
 - Subhead 2 Design Strategies of Assessing Learners' Characteristics and Building Learners' Self-Knowledge

18. *Online Education: Learning and Teaching in Cyberspace*

- Chapter 1 The History of Computers in Education
 - Subhead 1 Seymour Papert: Liberating Young Minds
 - Subhead 2 Themes that Shape Online Education—Collaboration
- Chapter 2 Scope of Online Education
 - Subhead 1 Networks
 - Subhead 2 Higher Education
- Chapter 3 Elements of Higher Education
 - Subhead 1 Email
 - Subhead 2 Threaded Discussion
- Chapter 4 Research about Online Education
 - Subhead 1 Impact on Student Achievement
 - Subhead 2 Evaluation of Web-Based Courses

19. *Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom*

- Chapter 1 When Teaching & Learning Leave the Class
- Chapter 2 Defining & Redefining Community
- Chapter 3 What We Know About Electronic Learning
- Chapter 4 Time & Group Size