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#####      #####      #####      #####
###      ##      ##      ##      #      ##      #      Interpersonal Computing and
###      ##      ##      ##      ##      ##      Technology:
###      ##      ##      ##      ##      ##      An Electronic Journal for
###      #####      ##      ##      ##      the 21st Century
###      ##      ##      ##      ##      ##
###      ##      ##      ##      ##      ##      ISSN: 1064-4326
###      ##      ##      ##      ##      ##      January, 1993
#####      ##      #####      ##      ##      Volume 1, Number 1
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Published by the Center for Teaching and Technology, Academic Computer Center, Georgetown University, Washington, D.C.

This article is archived as CONTENTS IPCTV1N1 on LISTSERV@GUVU

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1. Letter from the Publisher

IPCT-J Readers,

Welcome to the first issue of IPCT-J! It is almost one year ago this week that the idea for this electronic journal was first conceived.

I was hired by Georgetown University in January 1992, in part, to direct the Center for Teaching and Technology (CTT) at the Academic Computer Center. Simply stated, the mission of the Center is to promote the integration of computers and other instructional technology in the higher education classroom.

Within that framework is included the vision of tapping the expertise available from scholars throughout the world, to discuss their common interests, to learn from one another, to share their expertise and to pool their experience toward the solution of common problems.

In the course of discussion we decided that a scholarly peer-reviewed journal could be a valuable part of promoting the mission of the CTT. As we continued to articulate this idea, we thought that an electronic journal distribution might be the most immediate and practical way of implementing this goal. To that end, a scholarly discussion group (SDG) was created to help in finding of an editorial board, potential contributors and subscribers. The original list announcement commented on this goal:

Besides creating a forum for the topics of interest noted above, another interest of the CTT is to publish a scholarly, refereed international journal. To that end, the IPCT-L will develop a subscription list and act as a resource to develop the community necessary to review articles and recommend editorial policies as these publishing goals move forward.

It is with pride and a sense of accomplishment on the part of many persons that I announce this first issue of the Interpersonal Computing and Technology Journal.

Submissions for future issue are requested on topics including: the use of electronic networks in the classroom; electronic publishing; the use of electronic networks and information exchange; library applications of electronic communication; professional relationships carried on via electronic communication; and perspectives on the use of electronic communication in higher education, business, industry and government. Technological articles will be considered to the extent that they are intelligible to the bulk of the readers and are not specific to any particular hardware configuration.

Contributions to IPCT-J can be submitted by electronic mail in APA style to: Gerald Phillips, Editor IPCT-J GMP3@PSUVM.PSU.EDU

This issue contains seven articles and is an example of the mix of topics and styles that is our goal to achieve in each issue.

The editors hope you find this and future issues of IPCT-J useful. Please do not hesitate to contact me if you have questions or comments.

Regards,

Zane Berge
Director, Center for Teaching and Technology Georgetown University

BERGE@GUVAX.BITnet or BERGE@GUVAX.GEORGETOWN.EDU

2. Retrieval Instructions for Articles

Articles are stored as files at LISTSERV@GUVM.BITnet. To retrieve a file interactively, send the GET command given after the article abstract to LISTSERV@GUVM.

To retrieve the article as a e-mail message add F=MAIL to your interactive message, or send an e-mail note in the following format:

To:listserv@guvm.georgetown.edu

GET NAME IPCTV1N1

The GET command GET IPCTV1N1 PACKAGE will retrieve the entire issue.
(WARNING: This will send all files below with a total of 5866 lines.)

Instructions for anonymous ftp will be announced on IPCT-L@GUVM by
February 15, 1993.

The listserv's Internet address is LISTSERV@GUVM.GEORGETOWN.EDU

3. Contents

Stimulating Learning with Electronic Guest Lecturing

Morton Cotlar and James N. Shimabukuro, University of Hawaii

To retrieve this file GET COTLAR IPCTV1N1

ABSTRACT

The use of electronic guest lectures to stimulate thinking among students and to induce their interaction was explored. This technique, like other applications of Computer Mediated Communication (CMC) in education, shows promise. It can improve quality of instruction while adding convenience attributable to asynchronicity. However, the degree to which students interact in meaningful ways seems related to the style of the lecture. Three different lecturers addressed a graduate course and evoked markedly different degrees of response. The style of each lecture was analyzed to explore the relationship between style and responsiveness. Extraordinary findings showed that the extent of personalization and readability strongly influence responsiveness. Replications of this kind of study are needed to validate the findings.

Lines: 834

Virtual Relationships: the Solitary World of CMC

Thomas W. Loughlin, SUNY at Fredonia

To retrieve this file: GET LOUGHLIN IPCTV1N1

ABSTRACT

Computer-mediated communication has begun to produce many interesting side effects relative to how people communicate with each other when using this medium. One of the more interesting is the feeling a person gets upon realizing that, while sitting alone in front of a computer screen, one is literally connected to thousands of people at once. This article discusses the implications and overtones related to the idea idea of "virtual solitude."

Lines: 331

Networks and Networking: a Primer
Mauri P. Collins, The Pennsylvania State University

To retrieve this file: GET COLLINS IPCTV1N1

ABSTRACT

A user-friendly introduction to networks and networking, with an emphasis on explaining what network and networking terminology means. Includes instructions on how to use FTP and TELNET, and addresses for some basic network sources of information.

Lines: 658

The Network Classroom
R. William Maule, University of San Francisco

To retrieve this file; GET MAULE IPCTV1N1

ABSTRACT

This paper discusses the role of the new computer communications technologies in education, specifically addressing (1) modern networking systems, (2) strategies for implementing network-based communications, and (3) public online information resources for the classroom.

Lines: 826

Toward a Policy for Managing the Use of Computer Mediated Communication in
the Workplace
Douglas J. Swanson, The University of Oklahoma

To retrieve this file: GET SWANSON IPCTV1N1

ABSTRACT

Within the past decade, there has been tremendous growth in the number of businesses and not-for-profit organizations that have become equipped with computers and have empowered workers to use them to communicate. This new

form of on-the-job empowerment is known as Computer Mediated Communication (CMC). CMC's use has resulted in greater production and performance in the workplace. It has also resulted in an increased amount of tension observed between management and subordinates. This tension is evidenced through accounts of people's behavior in the workplace-- specifically, accounts of members of management who perceive a lessening of their ability to control the actions of subordinates who use CMC to communicate on the job. These members of management have indicated a need for greater control over CMC, to help bring the CMC process and the subordinates who use it into the workplace hierarchical system. Subordinates, on the other hand, have reported that they enjoy the social and technical freedom they obtain for themselves through CMC--and that they want to preserve their ability to apply CMC skills and technology in the workplace as they see fit. Subordinates often report, however, that the management hierarchy stands in the way of this process by impeding access to CMC or limiting its content.

Lines: 1260

Starving at the Banquet: Social Isolation in Electronic Communication
Media

Barret S. Caldwell and Lilas H. Taha, University of Wisconsin, Madison

To retrieve this article: GET CALDWELL IPCTV1N1

ABSTRACT

The rise in use of electronic computer-mediated communications systems (CMCS) has been suggested to provide benefits for members of small groups in increasing the amount of communication and reducing social isolation in organizational and other settings. However, social and technological issues related to CMCS use may in fact increase the perceived social isolation experienced by users of CMCS. This paper defines isolation in the context of communication access and information exchange. Included in this context are characteristics of communications media and organizational tasks which vary in amount and content of communication supported. CMCSs vary in their ability to support these communications, and use of a system which cannot adequately support the communications needs of the group will fail to allow efficient and successful use of the CMCS in the group process. Suggestions are provided for future research and for relevant criteria to establish bases of CMCS requirements to support productive group process.

Lines: 602

The Electronic Library in Higher Education: An Overview and Status Report
Joel A. Cohen, Canisius College, Buffalo, NY

To retrieve this file: GET COHEN IPCTV1N1

ABSTRACT

F. W. Lancaster (1978) predicted that electronic information systems would replace paper-based systems in the sciences by the year 2000. The role of the library and librarian would radically change. To what extent is the prediction valid for non-scientific disciplines? What are the motivating factors for such a claim? With the year 2000 quickly approaching, what is the status of this prediction? To what extent would the accuracy of this prediction threaten the future of library operating budgets and building programs? How is the electronic age affecting library and information services on college and university campuses?

Lines: 978

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