

# *SPECIAL ISSUE ON DISTANCE EDUCATION*

**Dan O. Coldeway**  
Guest Editor

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Welcome to the special issue on distance education. I hope you find the articles and information interesting and useful.

This special edition presents work that resulted from the standard editorial process of CJEC. The result is six articles that demonstrate the range and diversity within the literature on distance education. The first two articles by Jones and Schieman and by Hardy, Abbiattii and Ashcroft are discussion papers using an analytical approach to issues facing distance educators. Both of these articles serve as an introduction to the topic of this special edition. Analytical methods (e.g. philosophical, conceptual, and historical approaches) are frequently found in the distance educational literature and are important contributions at many conferences.

The third and fourth articles report on work resulting from an empirical approach to distance education. The Savard, Mitchell, Abrami and Corso article reports research targeted toward a better understanding of students working together at a distance. The Black article also looks at long distance collaboration using a different approach. Empirical studies are an important contribution to distance education and often difficult to plan and complete. Both the methodology and the results of these two studies should be of interest to many readers.

The final two articles represent an evaluation/case study methodology. The article by Landstrom focuses on faculty perceptions of distance teaching. This topic is important as conventional faculty are encouraged to participate in distance educational design and delivery. The article by Kennedy and Kettle reports the findings of a distance education program evaluation. Again, the findings and methodologies used in both evaluation/case study articles should be of interest to many readers.

I was pleased to receive two articles from outside of Canada for this special edition. Although Canadians have been very instrumental in distance education development and scholarship, distance education is truly of worldwide interest and importance.

The remainder of the edition contains book and media reviews. I would like to thank the previous editor of CJEC, Mary Kennedy for her assistance in arranging for this contribution to this edition.

The debate over distance education as a discipline, it's place in education and the social sciences, and it's utility for all levels and types of education and training will no doubt continue. I hope this edition contributes and moves that important discussion further along.

Finally, I would like to thank the authors for their hard work on this edition. I would also like to thank the editorial board and many outside reviewers for their comments and insight.

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GUEST EDITOR

Dan O. Coldeway