

In their own voices

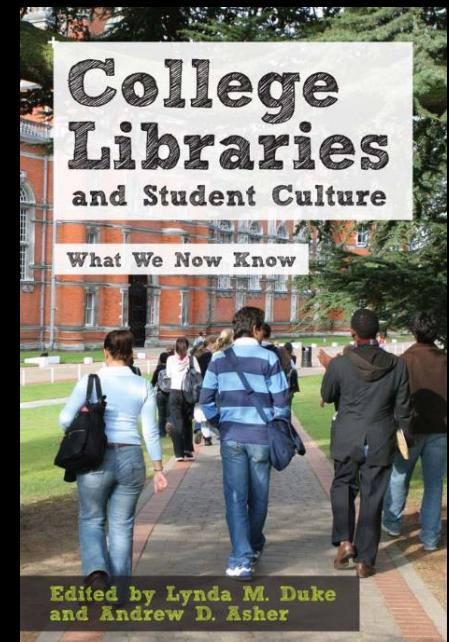
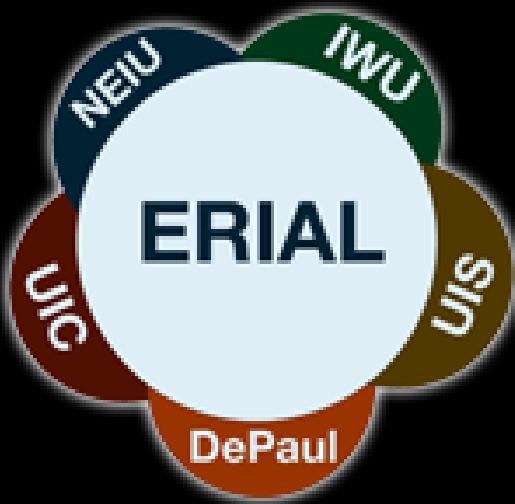
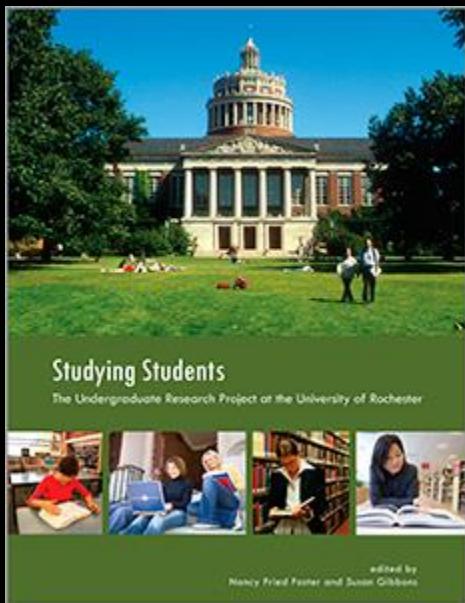
Stories and Images from **Distance Education Students**

A photo-elicitation study

Ethnographic Studies

- Interviews/Focus groups
- Mind mapping/Cognitive maps
- Mapping diaries
- Photo surveys
- Research journals
- Space design workshops

Ethnographic Studies in Libraries





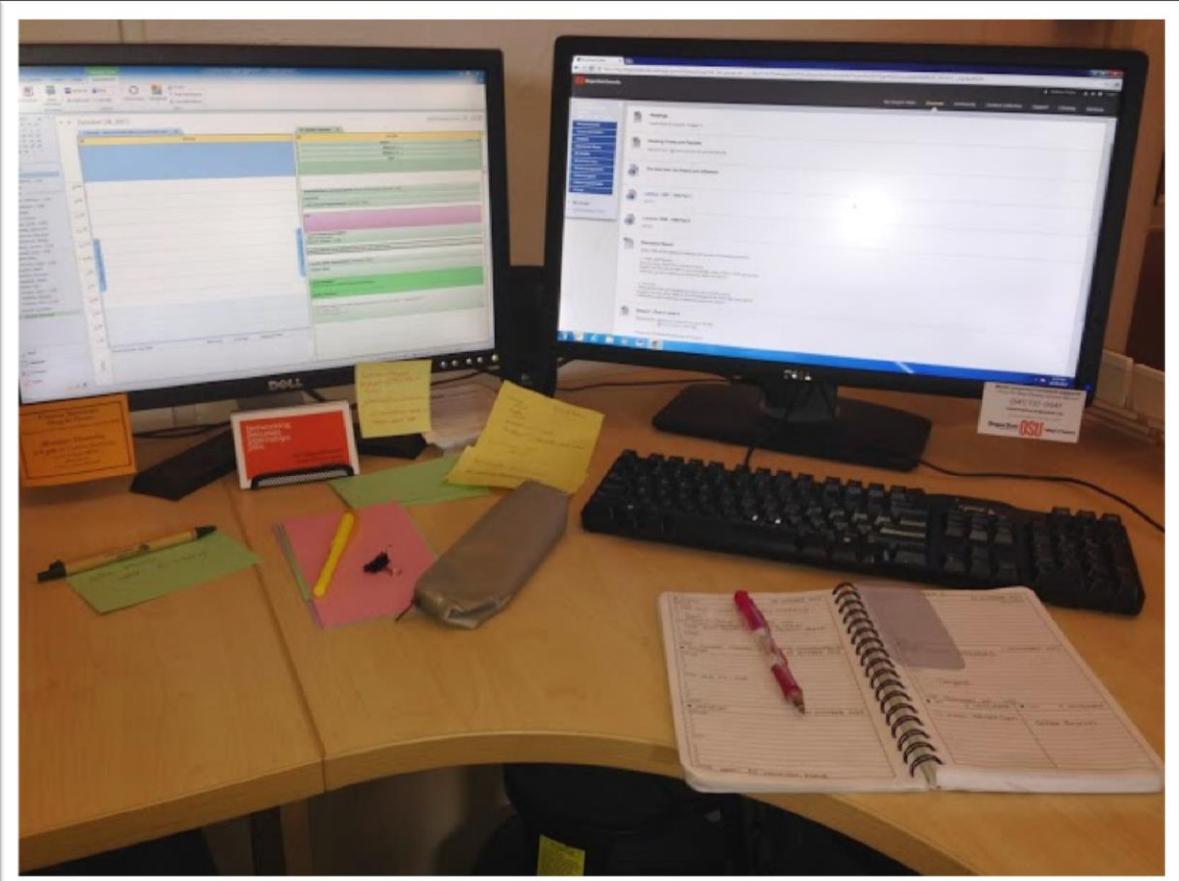
Source: Wolstenhold, G. (2010, March 15). Nikon Coolpix P100 Digital Camera Review. <http://www.ephotozine.com/article/nikon-coolpix-p100-digital-camera-review-13182>

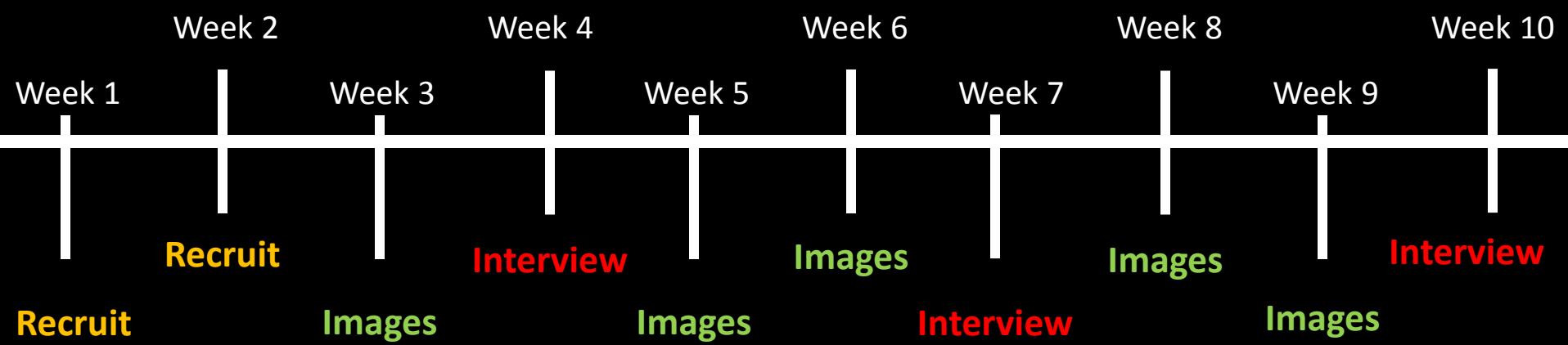
Study Overview

Pictures and screenshots

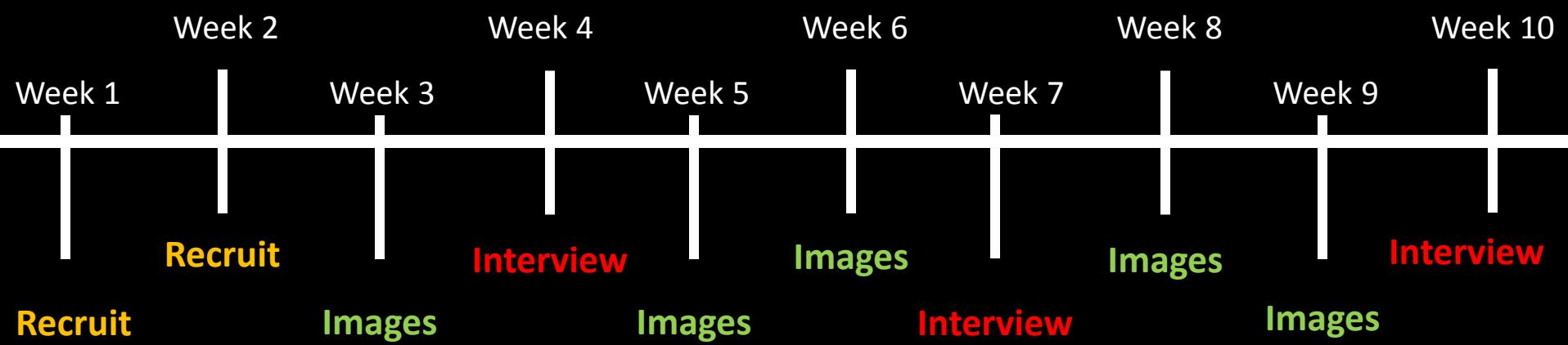
Interviews

Research journal

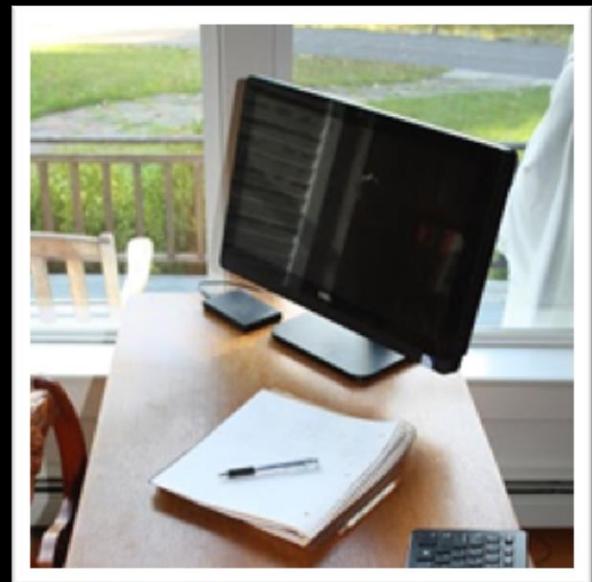




\$150



- Study spaces
- Time management/Organization
- Motivation/Challenges
- Pedagogical preferences
- Library and research tools used

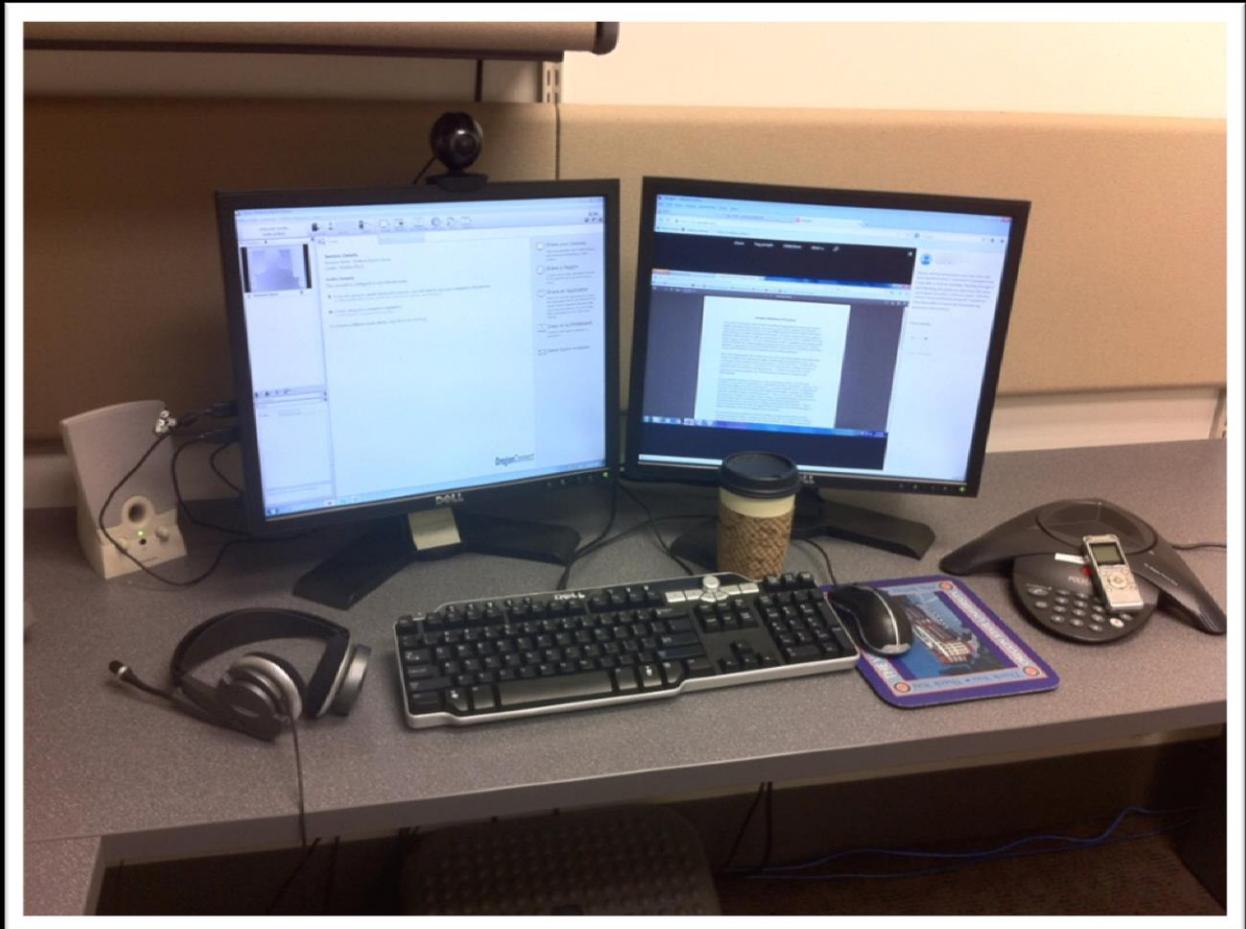


Interviews

Pictures &
screenshots

3 interviews

30-40 minutes



Mon 11/11

Tue 11/12

Wed 11/13

Thu 11/14

Fri 11/15

(6:00am) WEEK 4

8 – 9
007

9 – 10
001

11 – 2p
Not Available

=

10 – 11
008

12p – 2p
Not available

2:30p – 3:30p
005

4p – 5p
Not available

8 – 9
009

9 – 11:30
Not available

10 – 11
003

11 – 12p
004

1:30p – 2:30p
002

4p – 5p
006

10 – 2:30p
Not available

Google+
AdobeConnect
Email
Telephone

Status **9** Undergraduates

Gender Men  Women 

Family Families  No families 

Working **8-40** hrs./week  Not Working 

Credits **4-12**

Majors Natural Resources 

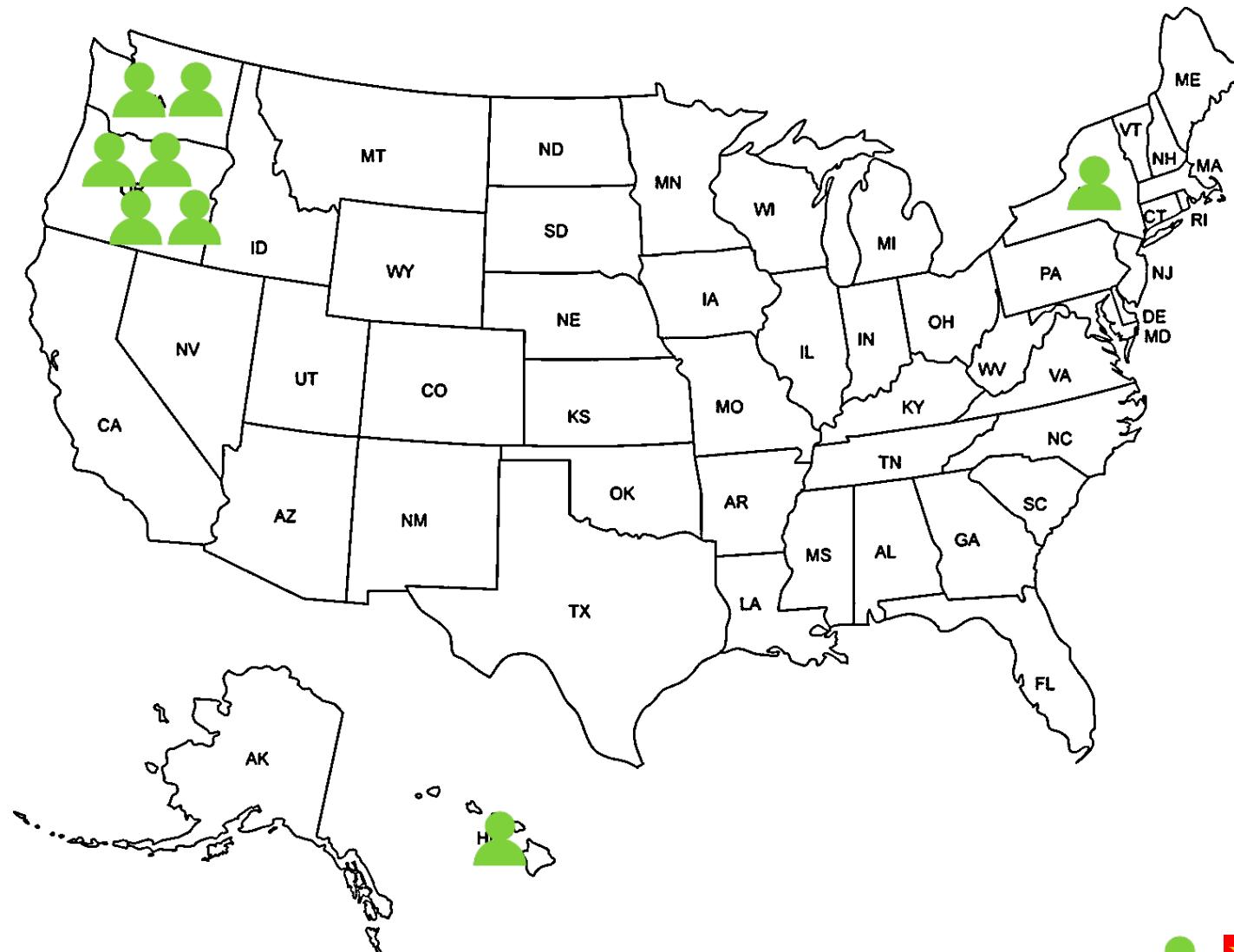
Horticulture 

Fisheries and Wildlife 

Human Development & Family Studies 

Psychology 

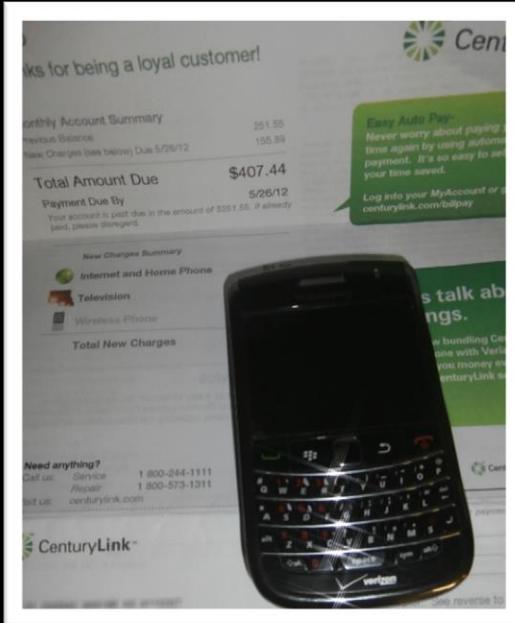
Apparel Design 



Study Spaces

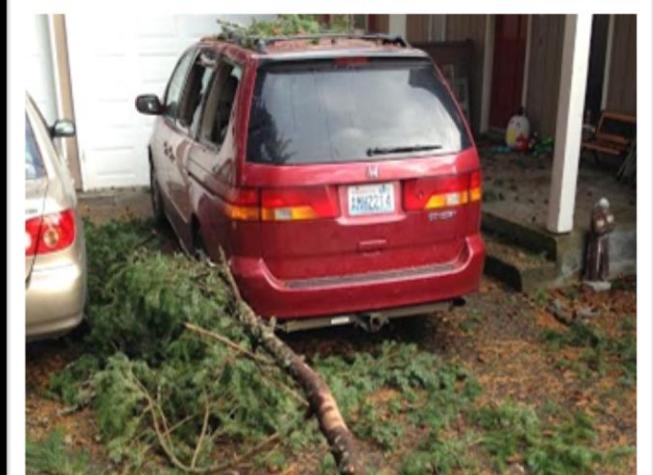
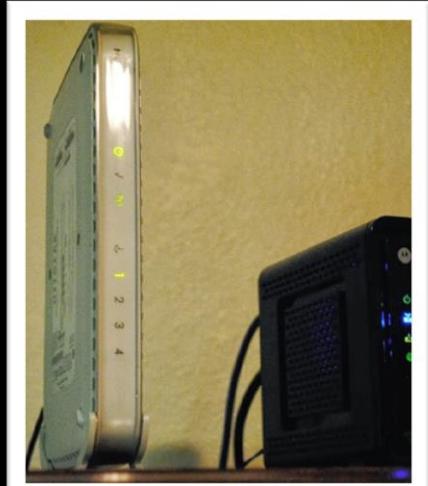


Challenges & Motivation



We have some overdraft bills and those final warning past due... it definitely plays a role in your studying it takes focus... your sitting there thinking... OK they're going to turn off the power tomorrow...

Well one of the things that happened is our internet stopped working... we had a problems when the router we had died and then our modem started acting up so that was a huge hindrance to doing schoolwork. It crashed on I think Thursday night of that week and it was out until Monday of this week so...





I had a really tough time playing a video all the way through... it took me about 14 times actually to play the entire video which was very frustrating because it was only about a 14 minute video... it was hugely frustrating...

In [this country], they block access to the internet so I have to use a VPN to get to the websites I need.

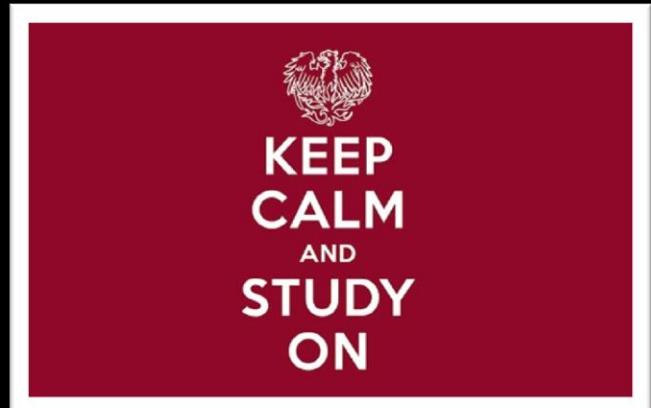


We're sorry, but something went wrong.

We've been notified about this issue and we'll take a look at it immediately.

There are no nodes available to service your request.

This is my distraction for the week. The picture shows a Halloween decoration holding a paycheck. Week 5 was also the week of Halloween which was distracting because I took the day off of researching and studying to spend time with my younger sisters. The paycheck was also a distraction because I worked for a local business for two days out of the week, which took away from more time of me researching and studying.



"I think it's so helpful when the teachers keep up with the gradebooks and also having something like this so you can see what's ahead and how much it's worth."

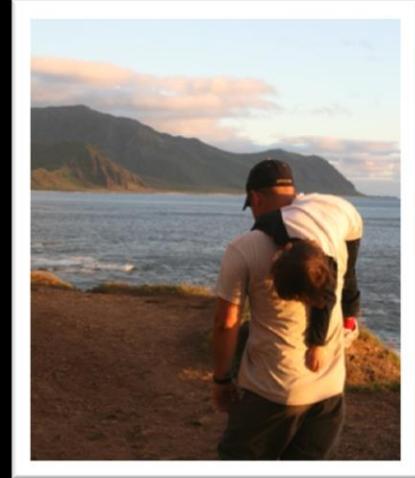
The screenshot shows a digital gradebook titled "My Grades". On the left, there is a sidebar with various course-related links: Course Information, Announcements, Course M, Course D, Discussion, Contacts, Tools, My Grade, Exams, and Tutoring. A calculator tool is also present. The main area displays a table of student grades and activity logs. The table includes columns for Item Name, Alignments, Due Date, Last Student Activity, Last Instructor Activity, Grade, and Comments. One entry is highlighted with a yellow background, showing a grade of 0.86288659793814.

Item Name	Alignments	Due Date	Last Student Activity	Last Instructor Activity	Grade	Comments
Calculator		Oct 1, 2013 11:31 AM	Oct 1, 2013 11:31 AM		4.00/4	
0.86288659793814		Oct 1, 2013 11:35 AM	Oct 1, 2013 11:35 AM		3.00/3	
		Oct 7, 2013 1:15 PM	Oct 7, 2013 7:48 PM		3.00/0	
		Oct 11, 2013 12:49 PM	Oct 11, 2013 12:49 PM		4.00/5	+/0
Chapter 2 Pre-Quiz		Oct 8, 2013 12:29 PM	Oct 8, 2013 12:29 PM		3.00/3	
Chapter 2 Quiz		Oct 21, 2013 5:28 PM	Oct 21, 2013 5:28 PM		0.00/5	

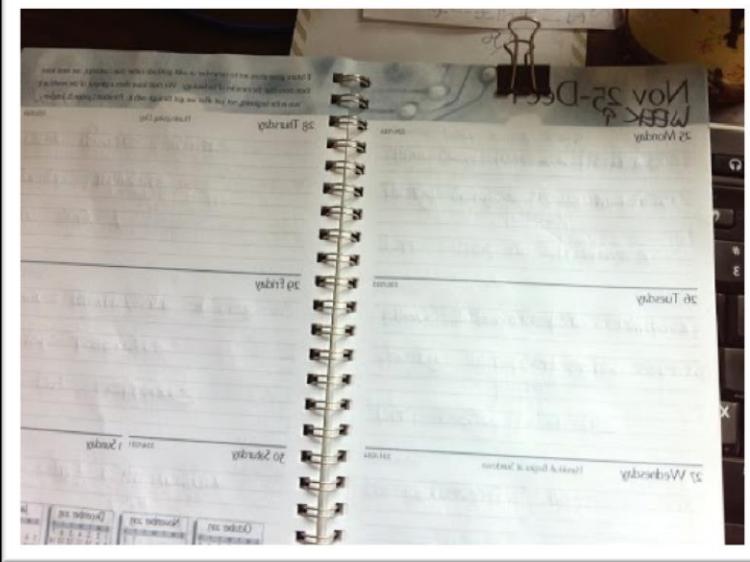


"So that's the place where I'll be working in the next year ... I'll only be taking two classes in the spring... so there's motivation really hit those classes and get them done as early possible and get up there early... should be good."

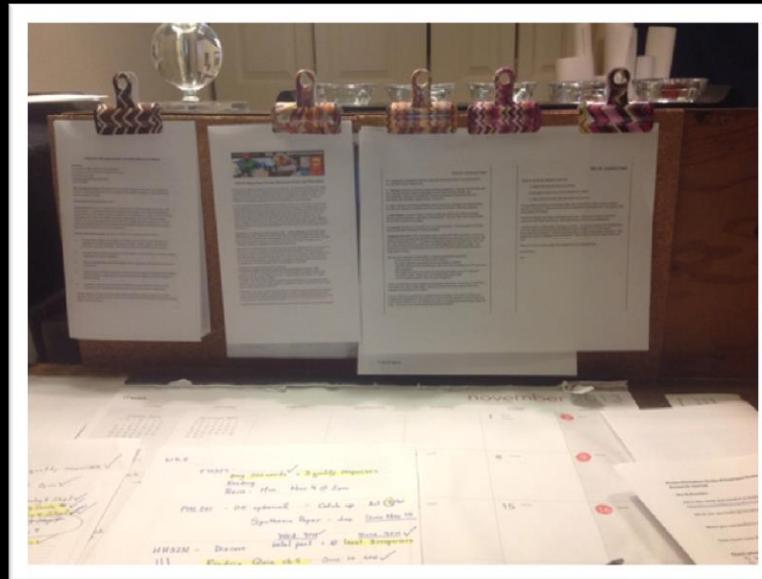
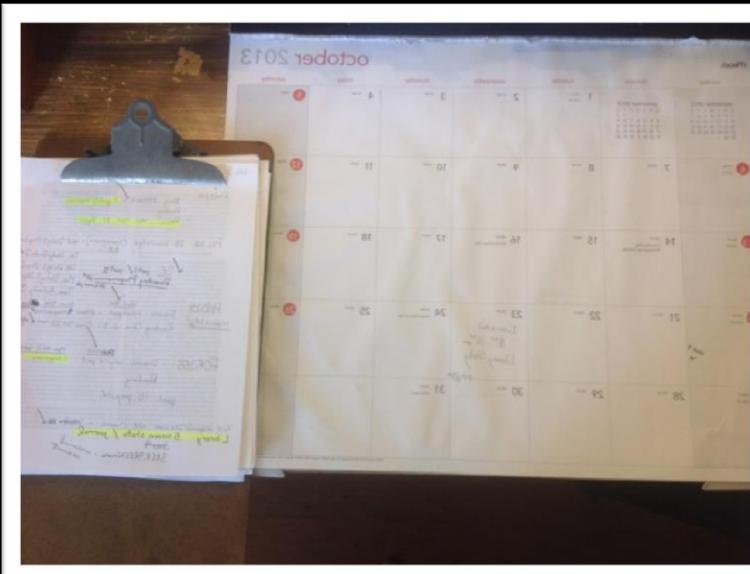
I am the first one to attend university. A word the family uses with me [a lot] is that I'm extraordinarily independent... part of that is because I think they don't feel like I have it in me to [finish college]... I use that as a motivation for a lot of things. I think they just expect me to be home with the kids... and a different type of job... another thing one of my sisters expressed to me that she wasn't sure that I would be able to handle the stress of it... it might be in part... that it bothers them to see me succeed... it can be a good motivator... I've tried to beat most of the statistics... I am 100% willing to prove people wrong.



Time Management/ Organization

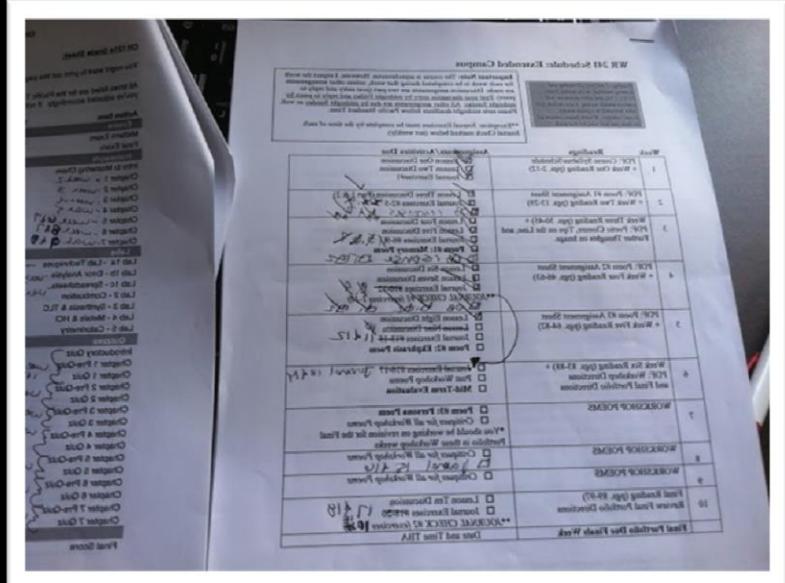


When I first started online education I had really no idea how important organization is and as far as being an online student... I honestly would recommend this to everybody... it has helped me so much...



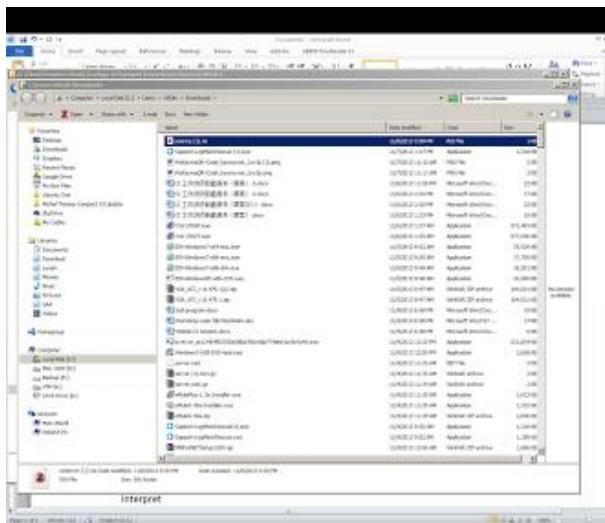
I am a big fan of the syllabus and I print it out at the beginning of the quarter and I probably look at it every single day I have an assignment notebooks and calendars and things but I keep that right next to everything so that I can look at it and make marks on it when things are rescheduled and I have completed them just to keep myself on track... that's a big key to success for me.

Name: Rhonda Lynn Thompson		Requested hours per week:				
Phone: (31) 979-4557		15				
AVAILABILITY						
X = CANNOT work Highlighter = PREFER to work Blank = AVAILABLE to work						
If you haven't registered yet, please give us your best guess!						
Shifts	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	8-9am					X
	9-10am					X
10:00am-12pm	10-11am	X				X
	11am-12pm	X				X
12-1pm	12-1pm	X				X
	1-2pm	X				X
1-2:30pm	1-2pm	X				X
	2-3pm	X				X
3-4pm	2-3pm	X				X
	3-4pm	X				X
4-5pm	4-5pm	X				X
	5-6pm					
5:15-7:45pm	5-6pm					
	6:15-7:45pm					X
Comments: I'd like to work all S						

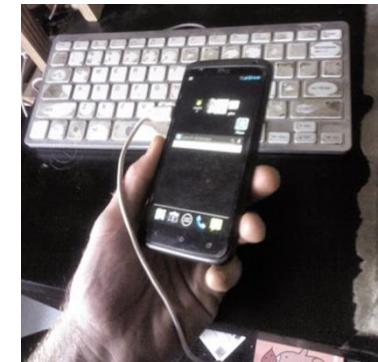


I use Dropbox because it's something I can easily pull up whether I'm at the library or I'm home if I'm on my iPad and it's easy for me to organize [my readings].

Keeping my files organized really helps keep me on track



This is my most important research tool other than my computer... namely because it's actually a computer, but is mobile.



Pedagogical Preferences



If they get ahead [in the recorded lecture], I can pause it and take down notes nice and neatly and then keep it going after that. It's one of the benefits of going online is that you can pause a teacher or instructor talking and not get behind in note taking or you can rewind it and listen to it again.

He's not my professor but they use these videos with him in them and I think it's just in general for all the chemistry classes which I didn't actually discover that these were there until last week so I've been trying to go back and watch some of them to kind of understand some things better.

Hess's Law

2,757 views

by rich nafshun uploaded a year ago

Details Share

video by Rick Nafshun

Related Media

- Forces of Change
- Lewis Pauling: Valence and Molecular Structure, Part 1
- Bathyllic melting points
- Polymer Strands
- Ed Soaps
- Freezing Point
- Liquids
- Polymers
- Hess's Law

My teacher for this class is really fantastic as far as that type of stuff goes... breaking it down everything...making sure it's really clear as to what you are expected [to do] and everything like that... my teacher is just really quick at responding and very thorough responses and just a really good instructor.

what researchers are working in this topic area. You can also search this database for a chosen researcher and get a list of available publications.

IMPORTANT NOTES: You must choose a currently active researcher who is a social psychologist (not a clinical psychologist or a developmental psychologist or a sociologist...etc). Your researcher should have published peer-reviewed articles since 2005 and still be an active professor (ie. not emeritus). If you have questions about this, just ask. Further, YOU CANNOT CHOOSE A PSYCHOLOGIST AFFILIATED WITH OREGON STATE UNIVERSITY OR THE UNIVERSITY OF OREGON. Branch out.

STEP 2: GATHER INFORMATION AND FIND ARTICLES

Once you have chosen a researcher that seems to do work that you are interested in and that has a fair number of publications, you will want to start gathering information and collecting articles that this person has written. Ultimately you are trying to get a picture of what your researcher's educational and professional career has been like. You will likely need to do a bit of investigative work to get a good picture. You should certainly start with the person's profile on socialpsychology.org. Another good place to look for this information is that researcher's web page at the University they work for. Also keep an eye out for lab pages at the university. You might also simply google that person's name and see what you find.

As mentioned above, search the OSU databases to find articles by your researcher published in peer-reviewed journals since 2005. Many researchers also have lists of the articles they have published on their individual websites. They may also have links to full-text electronic versions of their articles on their individual or lab websites. For the initial assignment you will need to locate at least two articles.

STEP 3: Initial Researcher Post

Once you have chosen a researcher, collected information about that researcher's career and

The screenshot shows a Blackboard course interface. At the top, there are tabs for 'My Oregon State', 'Courses', 'Community', 'Content Collection', 'Support', 'Libraries', and 'Services'. Below this, a navigation bar includes 'Quiz #2 to be taken either Friday or Saturday' and 'Peer review of Plan Part 1 due Sunday'. The main content area displays four weeks of assignments:

- Week 5:** River corridors, River restoration, Wetland restoration. Due Sunday.
- Week 6:** Different approaches to restoration, Conflict - Native American Perspectives of Natural Resource Management Issues, Restoration of fire-adapted forests pre-fire. Graded discussion. Due Sunday.
- Week 7:** Restoring fire-adapted forests post-fire, Assessing river corridor condition, Assessing wetland condition. Quiz #3 to be taken either Friday or Saturday. Peer review of Plan Part 2 due Sunday.
- Week 8:** Manipulating plant succession, Adding vegetation, Conflict - Wolves and their ecological chain reactions. Graded discussion. Due Sunday.

This setup is one of my favorites. The fact that he has on the outside of the folder what's expected that week in red and then what that week is going to be about even before you open the folder... I think that's really helpful...

Research Resources

OSU
Oregon State University

OSU Libraries

HOME | FIND IT | IN THE LIBRARY | ABOUT

Library x LIBGuides x FW 255: Field Sampling

FW 255: FIELD SAMPLING Tag: fw255, required, wildlife

Library Assignment ▾ Finding Information Using Information

LIBRARY ASSIGNMENT OUTCOMES

After completing this assignment, you should be able to do the following:

- Compare and evaluate sources of information based on whether they are science-based and/or biased.
- Choose keywords that will help you find articles relevant to your research potential field project.
- Use fisheries and wildlife databases to find peer-reviewed research articles.
- Know how to get articles in through the OSU Libraries.
- Read all sources of information critically, including those found in peer-reviewed journals.
- Find and read 2 peer-reviewed articles that pertain to your potential field project.

Start in on [Task 1](#) and complete all four tasks described on this page.

FW 255 INSTRUCTORS

Consult your sections instructor for help.

Doug Reese
Office: 151 Duer Hall
Office phone: 541 737 2064
Email: doug.reese@oregonstate.edu
Website: http://oregonstate.edu/content/doug_reese

FW 255 COURSE DIRECTOR

Search Books & Media Website

Search: Articles, Books, eCollections

After Sign In

TASK 1: EVALUATE SOURCES

You first task is to look broadly at different sources of information to start building your evaluation skills. You will be looking for the scientific basis for various pieces of information found through Google and Google/Scholar.

Go to the pull down menu in this page's tab or click here for [Task 1](#).

TASK 2: EVALUATING BIAS

You may have noticed some bias in your search results from Task 1, especially in the sources that were not from scientific or peer-reviewed sources. In Task 2, you will explore the concept of bias.

Go to the pull down menu in the page's tab or click here for [Task 2](#).

TASK 3: REFINING SEARCHES

In Task 3, you will explore how to use a wildlife specific databases to find information. This resource is usually more efficient than a broad search in Google/Scholar.

Go to the pull down menu in the page's tab or click here for [Task 3](#).

TASK 4: REFINING YOUR FIELD PROJECT TOPIC

Finally, Task 4 walks through finding two to three scientifically-based articles for your field project. It can be hard to narrow your topic to something that you can do and find information about. This is a process you will go through often as a student and a professional.

Go to the pull down menu in the page's tab or click here for [Task 4](#).



I did 1Search ... it came up with this article. I clicked on the article and I downloaded the PDF version and ... it gave me a bunch of recommended articles and I found that so helpful because it saved me a lot of time. ...It knew exactly what I was looking for and that was really cool... it popped up and I'm like Yes!

ScienceDirect

ScienceDirect article suggestions

Recommended articles

People who downloaded this article also downloaded these articles. [Learn more](#)

School-based prevention for illicit drugs use: A systematic review
Preventive Medicine, Volume 46, Issue 5, May 2008, Pages 385–396
Fabrizio Faggiano , Federica D. Vigna-Tagliari , Elisabetta Versino , Alessio Zambon , Alberto Borraconi , Patrizia Lemna
[Show abstract](#) | [PDF \(699 K\)](#)

National Youth Anti-Drug Media Campaign and school-based drug prevention: Evidence for a synergistic effe...
Addictive Behaviors, Volume 31, Issue 3, March 2006, Pages 496–508
Douglas Longshore , Bonnie Ghosh-Dastidar , Phyllis L. Erickson
[Show abstract](#) | [PDF \(120 K\)](#)

Preventing drug abuse in schools: Social and competence enhancement approaches targeting individual-lev...
Addictive Behaviors, Volume 25, Issue 6, November–December 2000, Pages 887–897
Gilbert J. Botvin
[Show abstract](#) | [PDF \(65 K\)](#)

[View more recommended articles](#)

[Do not show again](#)

Oh, yeah... I've had [it] happen in the past...teachers will tell us we have a movie to watch but we're responsible for finding it... the nearest town is 20 minutes away... there's not really any big [video] places... so I'm really limited when it comes to movies... I either have to buy it or try to download it from the internet.



NETFLIX

Mulan: Special Edition

Play

Add to My List

★★★★★ G 1998 1h 27m

Disney brings an ancient legend to life in this animated tale of a tomboy who disguises herself as a man so she can fight with the Chinese Army.

Categories: Children & Family Movies, Movies for ages 5 to 7
Directors: Barry Cook, Tony Bancroft
Cast: Ming-Na Wen, Eddie Murphy, B.D. Wong, Soon-Tek Oh

PHILIPS

A screenshot of a Netflix interface displaying the movie "Mulan: Special Edition". The screen shows the title, a thumbnail image of the movie, a "Play" button, an "Add to My List" button, a rating of five stars, a G rating, and a runtime of 1h 27m. Below the title, there is a brief plot summary: "Disney brings an ancient legend to life in this animated tale of a tomboy who disguises herself as a man so she can fight with the Chinese Army." At the bottom, it lists the movie's categories, directors, and cast.

E-JOURNALS

You are looking for: [Revise or add citation information](#)

Article: Attentiveness, Propriety, Heterosexuality, and Hinds: Postcolonial Finance, National State Formation, and the New Idealized Family.

Author: Paul, Giese

Journal: Rethinking Marxism

ISSN: 0893-5996 Date: 10/01/2012

Volume: 24 Issue: 4 Page: 516 - 535

No online version available at OSU

Didn't find what you were looking for?

Submit a request (email delivery may take several days.) First time user? [Register](#) for this service.

Can't wait several days? [Check the library catalog](#) to see if we have a paper copy.

[Ask an OSU librarian](#)

Type here to chat. Press ENTER to send.

Feedback | Help | About | Feedback | Chat is Offline

Search Results: Your search for **channels of nonverbal communication** returned 6,364 results

Define your search

- Items with full text online
- Limit to articles from
- Academic Journals
- Exclude Reviewer Articles
- Items in the library catalog
- Add results beyond your library's collections

Content Type

- Any
- Journal Article (4,005)
- Book / eBook (1,084)
- Conference Proceeding (332)
- Magazine Article (165)
- Newspaper Article (153)
- Book Review (58)
- [more...](#)

Subject Terms

- Any
- article (1,107)
- electronic books (1,095)
- psychology (930)
- multi-user (857)
- communication (805)
- sociology (571)
- [more...](#)

Recommendation: We found one or more specialized collections that might help you.

- **ERC** - Online digital library of education research and information
- Education Research Complete

Nonverbal Channel Use in Communication of Emotion: How May Depend on Why

by App, Betsy; McInish, Daniel N; Reed, Catherine L; Hertenstein, Matthew J
Emotion, ISSN 1528-3542, 06/2011, Volume 11, Issue 3, pp. 603 - 617

This study investigated the hypothesis that different emotions are most effectively conveyed through specific, nonverbal channels of communication. Nonverbal Communication - psychology

Applications of nonverbal communication

by Riggio, Ronald E and Feldman, Robert S
2005, Meeting Claremont Symposium on Applied Social Psychology(2003), ISBN 9781410612786
...Contents Preface ix Introduction to Applications of Nonverbal Communication Ronald E. Riggio and Robert S. Feldman xi Health Applications i Nonverbal ... Nonverbal communication

Inference of attitudes from nonverbal communication in two channels

by Mehrabian, A and Ferris, S R
2005, Journal of Consulting Psychology, ISSN 0022-0833, 06/1967, Volume 31, Issue 3, pp. 248 - 252

THE VOCAL COMMUNICATIONS OF ATTITUDE WERE SUPERIMPOSED ON A NEUTRAL WORD. IN PREPARING THE 2-COMPONENT COMMUNICATIONS, THE COMPONENTS WERE SELECTED SO THAT THE DEGREE... INFERENCE OF ATTITUDES, ROLE OF VOCALIZATIONS

OSU Libraries

Home Find It In the Library About

Ask Us My Account Make a Gift

Help | About | Feedback | Chat is Offline

ecoregions

Keep search refinements New search

View in classic catalog

Ecoregions of New York: New York State
by Bryce, Sandra A

Microfilm: IN PROCESS, Valley, G3801.C21 2010 .G4

More Details

Title: Ecoregions of New York

Subtitle: New York State

Alternate Title: Ecoregions of New York : New York State

Corporate Author: Geological Survey (U.S.) and Bryce, Sandra A

Library Location: Valley Library

Publisher: Interior-Geological Survey

Date: 2010

Place: Reston, Va, Denver

LC Call #: 2011587021

Starting Points

- Academic Search Premier
- Web of Science
- Google Scholar
- iSearch

Help

- OSU Libraries' How to Guide
- Subject Guides - Course Guides
- Off-campus Access
- Appropriate use of e-resources

Legend

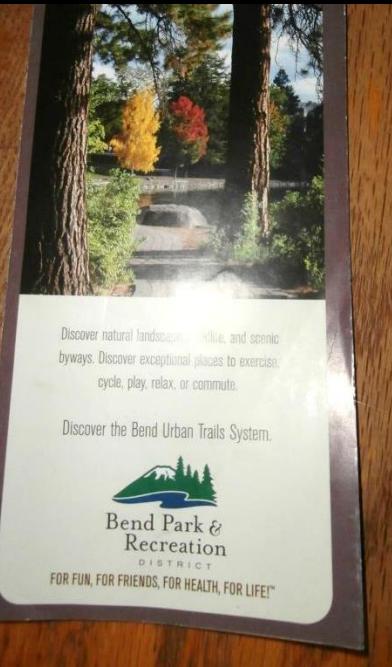
- Full text access available
- Click for detailed description
- Check out the Database News Blog

All Titles

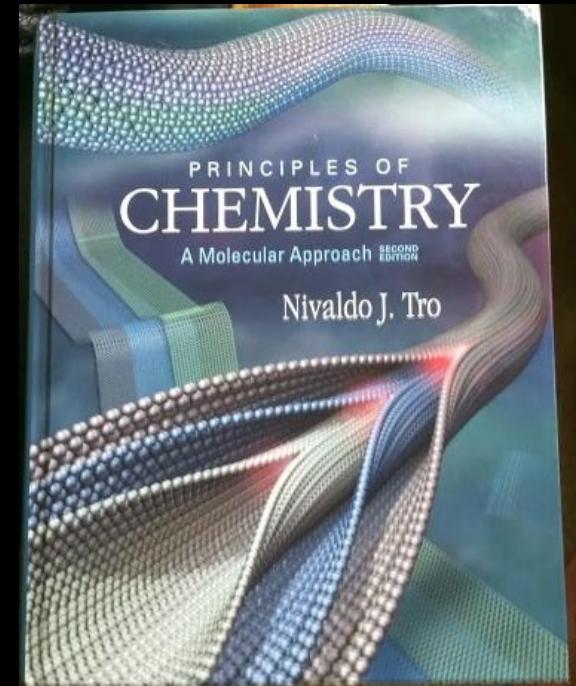
All D A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Refine by subject: All Subjects Search

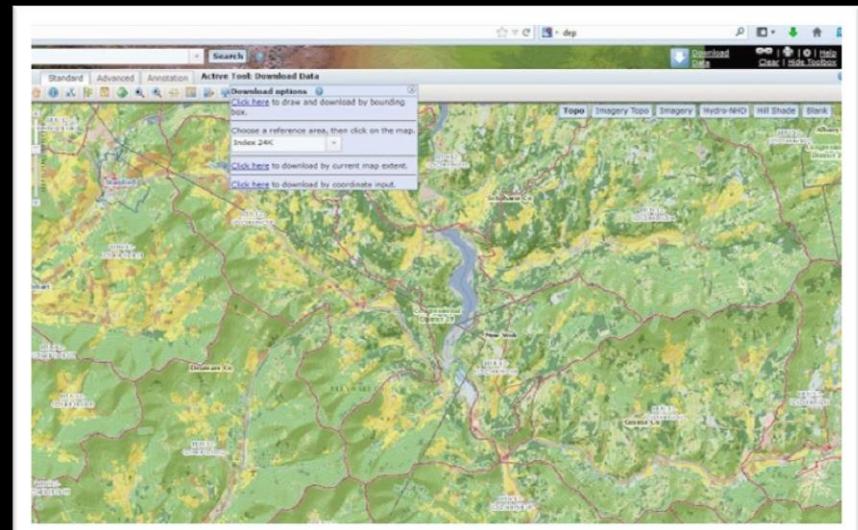
Database Title	Dates of Coverage	Database Provider
iSearch	present	OSU Libraries
AAPG Databases	present	American Association of Petroleum Geologists
Abstracts in Anthropology	2002 - present	Baywood Publishing
Academic OneFile	1980 - present	Gale
Academic Search Premier	1975 - present	EBSCOhost
ACM Digital Library	present	Association for Computing Machinery
ACToR (Aggregated Computational Toxicology Resource)	present	US EPA
ADS (Astrophysics Data System)	Current	Smithsonian Astrophysical Observatory
AgEcon Search	1932 - present	University of Minnesota



When I first started online, I relied on pretty much on finding everything online but the more I've done it the more I have realized that it is a lot easier and more efficient to just to talk to people locally and find information than try to find documents online for what I'm researching... there's a nice balance between the two...



I will sometimes poll my friends [on Facebook] about a topic and ask them if they think it's a good research topic.



Answer	Bar	Response	%
Searched Google		39	93%
Reviewed notes/discussion from LMS		26	62%
Read textbook		23	55%
Used readings on course LMS		20	48%
Used Wikipedia		11	26%
Used online library catalog to search or browse. Which library?		10	24%
Searched OSU website		9	21%
Searched OSU library online databases		9	21%
Consulted with other person		6	14%
Consulted with instructor		6	14%
Searched Google Scholar		5	12%
Visited local library.		2	5%
Used library course web site		2	5%
Requested books from other libraries (via OSU)		0	0%
Other:		11	26%
Total		179	100%

350+ images

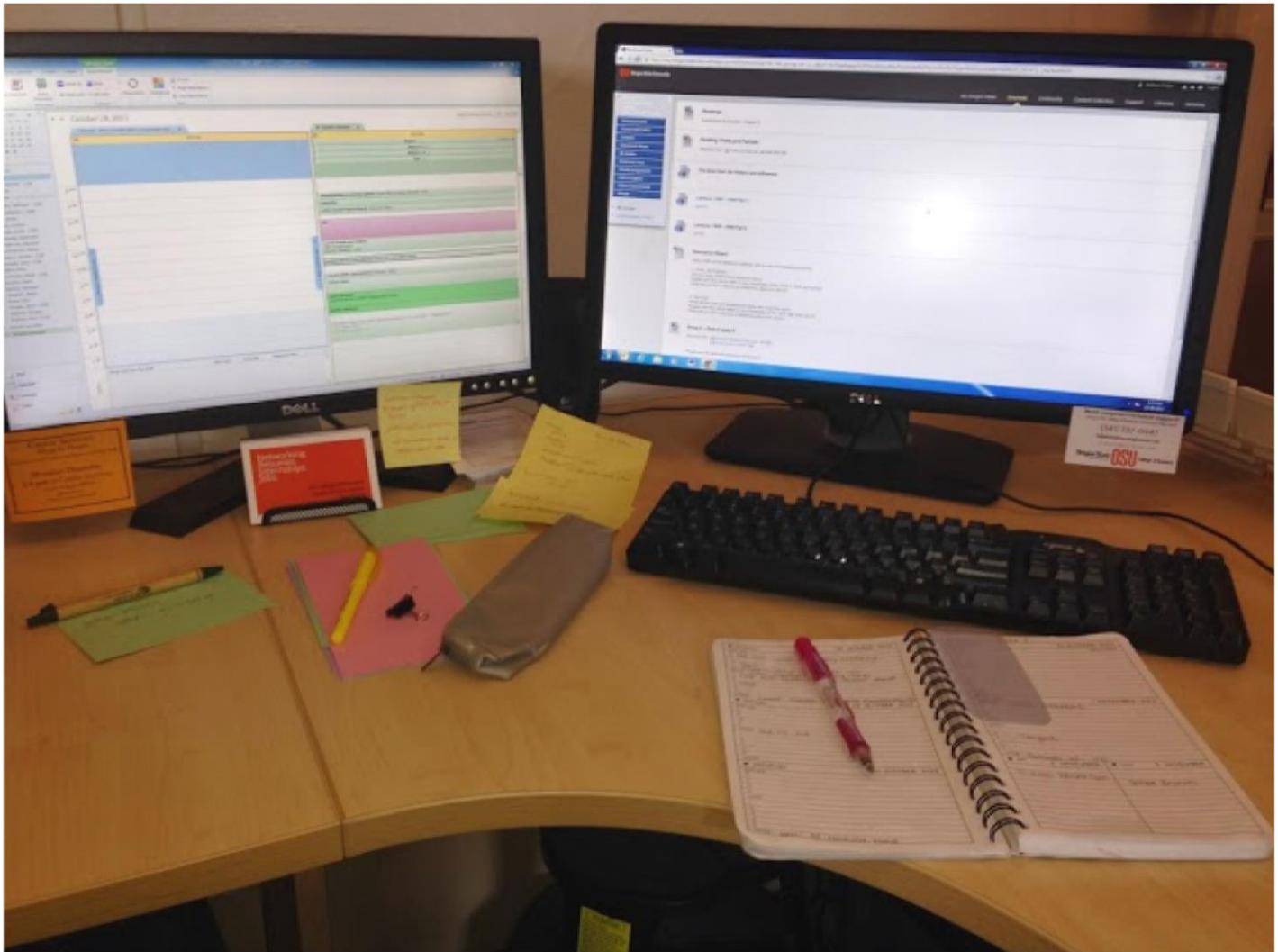
35+ hours of interviews



*I get to do my
education and
live life at the
same time.”*



- Syllabus
- Organizational skills
- Help at point of need
- Technology support
- Reaching out
- Global orientation
- Non-library resources
- Control
- Access

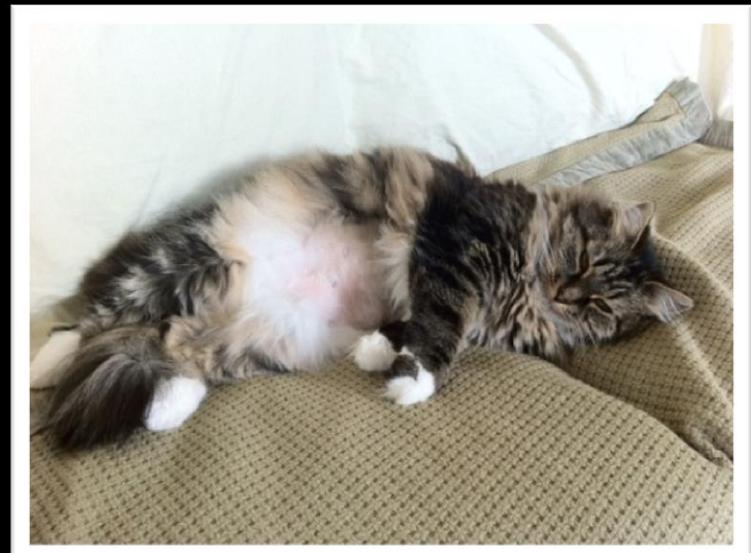
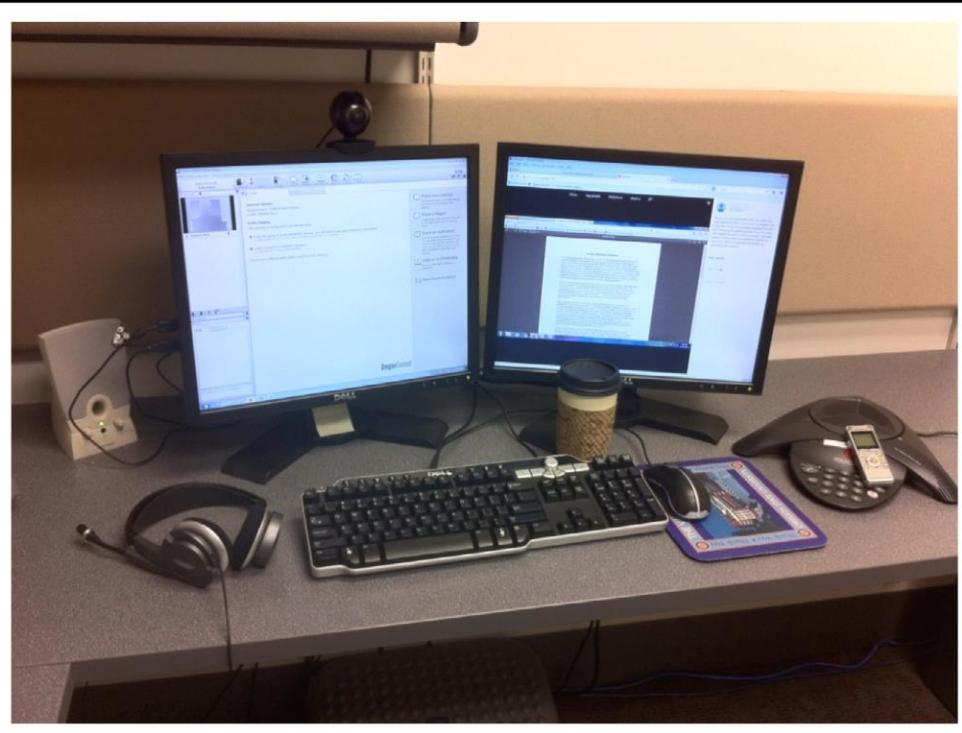


Yes I did not realize you could use the library online database for research before.

I did realize just how much I relied on Google for just about all of my research.

It was not hard to gather the data, it was just remembering to take the pictures when I had frustrations or breakthroughs.

Yes! One of the things I realized was that I do not use the same research tools. The way I research really depends on the type of information I need and the class that it is for.



CRITERIA FOR PROMOTION AND TENURE

Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties and in their scholarship or creative activity. Each of these responsibilities will be documented in the dossier.

Oregon State University is committed to educating, both on and off campus, the citizens of Oregon, the nation, and the international community, and in expanding and applying knowledge. The responsibilities of individual faculty in relation to these fundamental commitments will vary and will be specified in his or her individualized position description. Whatever the assignment, faculty in the professorial ranks will engage in appropriate scholarship and other creative activity, with a minimum of 15% FTE allocated to this.

All faculty are expected to be collegial members of their units, and to perform appropriate service that contributes to the effectiveness of their departments, colleges, and the University, and of their professions. Relative contributions expected in the various areas of responsibility will depend on the faculty member's assignment.



Andrews, T. & Tynan, B. (2010). Why the student voice? The case for investigating the distance learners' experience of ICT in distance education. In *Curriculum, Technology & Transformation for an Unknown Future. Proceedings ASCILITE Sydney 2010*. Retrieved from <http://ascilite.org.au/conferences/sydney10/procs/Andrews-concise.pdf>

Aragon, S. R., & Johnson, E. S. (2008). Factors influencing completion and noncompletion of community college online courses. *The American Journal of Distance Education*, 22(3), 146-158.

Bean, J. P., & Metzner, B. S. (1985). A conceptual model of nontraditional undergraduate student attrition. *Review of Educational Research*, 55(4), 485-540.

Bocchi, J., Eastman, J. K., & Swift, C. O. (2004). Retaining the online learner: Profile of students in an online MBA program and implications for teaching them. *Journal of Education for Business*, 79(4), 245-253.

Bunn, J. (2004). Student persistence in a LIS distance education program. *Australian Academic Research Libraries*, 35(3), 253-270.

Duke, L. M., & Asher, A. D. (Eds.). (2012). *College libraries and student culture: What we now know*. Chicago, IL: American Library Association.

- Foster, N. F., & Gibbons, S. L. (Eds.). (2007). *Studying students: The undergraduate research project at the University of Rochester*. Chicago, IL: Association of College and Research Libraries.
- Hartnett, M., George, A. S., & Dron, J. (2011). Examining motivation in online distance learning environments: Complex, multifaceted and situation-dependent. *The International Review of Research in Open and Distance Learning*, 12(6), 20-38.
- Holder, B. (2007). An investigation of hope, academics, environment, and motivation as predictors of persistence in higher education online programs. *The Internet and Higher Education*, 10(4), 245-260.
- Ivankova, N. V., & Stick, S. L. (2007). Students' persistence in a distributed doctoral program in educational leadership in higher education: A mixed methods study. *Research in Higher Education*, 48(1), 93-135.
- Lee, Y., & Choi, J. (2011). A review of online course dropout research: Implications for practice and future research. *Educational Technology Research and Development*, 59(5), 593-618.
- Mayes, T. (2006). *LEX: The learner experience of e-learning: Methodology report*. Glasgow, UK: Glasgow Caledonian University. Retrieved from http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/lex_method_final.pdf

Ormrod, J. E. (2011). Social cognitive views of learning. In P.A. Smith (Ed.), *Educational psychology: Developing learners* (pp. 352-354). Boston, MA: Pearson Education.

Park, J., & Hee Jun, C. (2009). Factors influencing adult learners' decision to drop out or persist in online learning. *Journal of Educational Technology & Society*, 12(4), 207-217.

Proctor, B. E., Prevatt, F., Adams, K., Reaser, A., & Petscher, Y. (2006). Study skills profiles of normal-achieving and academically struggling college students. *The Journal of College Student Development*, 47, 37-51 .

Rovai, A.P. (2002). In search of higher persistence rates in distance education online programs. *The Internet and Higher Education*, 6, 1-16.

Street, H. (2010). Factors influencing a learner's decision to drop-out or persist in higher education distance learning. *Online Journal of Distance Learning Administration*, 13(4). Retrieved from <https://www.westga.edu/~distance/ojdla/winter134/street134.html>

Tinto V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89–125.

Workman, J. J., & Stenard, R. A. (1996). Student support services for distance learners. *Education at a Distance*, 7, 18-22.