International eLearning
Innovation in Practice

Maureen Snow Andrade

Academic Affairs, Utah Valley University, 800 W. University Parkway MS 194, Orem, Utah, U.S.A.

Keywords: Distance English Language Learning, Online Learning Models, International eLearning.

Abstract: The global demand for higher education cannot be met through traditional structures and delivery methods or by adhering to elitist and cost-prohibitive paradigms. Tertiary education through distance delivery provides opportunity for individuals to recognize their potential and improve their life conditions. Innovative approaches to distance learning can remove barriers and support access for a range of learners. This study reports on findings from an intrinsic case study of two institutions. These institutions have developed eLearning models that provide global access and address the needs of diverse learners. An understanding of these models can contribute to innovative practices at other institutions.

1 INTRODUCTION

"Higher education is almost universally recognized as the means to a better quality of life," (Andrade, 2013, p. 66). Education decreases poverty, results in healthy lifestyles, and promotes civic engagement (Baum & Ma, 2007; Carneiro and Steffens, 2006; International Council for Open and Distance Education [ICDE] & European Association of Distance Teaching Universities [EADU] 2009). As such, nations that have traditionally reserved tertiary education for the elite are increasing access (Kamenetz, 2010; Trow, 2005).

Educational providers can extend their borders nationally and internationally through distance learning. The latter provides educational opportunity to underrepresented groups, improving social equity (White, 2003). "It is inclusive, reaching individuals previously marginalized to change lives and improve communities and economies" (Andrade, 2013, p. 67). This intrinsic case study explores online learning models at two U.S. higher education institutions to determine how they extend global educational opportunity.

2 LITERATURE REVIEW

Brick and mortar institutions cannot meet demand (Hanna, 2013; Gourley, 2006; Kamenetz, 2010). Challenges to expanding access include capacity, resistance to change, structural barriers, and cost. Many traditional higher education institutions adhere to time-honored delivery methods and have only recently begun to recognize and address the need to deliver education in new ways to new audiences. Although chief academic officers recognize the necessity for strategic thinking related to online learning, faculty are slower to accept its value and purpose (Allen & Seaman, 2013). Systems are often unable to adapt, incorporate new technologies, or offer effective distance learning support. Affordability is another obstacle. Often those who need education the most can least afford it; increasingly, the return on investment for higher education is in question (Kamenetz, 2010; Carlson, 2013; College Board, 2012).

Populations driving the demand for higher education may have distinct academic and socialization needs related to academic preparation, technology, knowledge of higher education culture, and, in some cases, English language proficiency. These factors may cause learners to lack confidence in new learning situations and impact their success. Course designers and instructors must consider the needs of global learners related to technology, culture, pedagogy, communication, English proficiency, and learning approaches (Andrade, 2013). Innovative models are critical to helping new populations of learners succeed.

As English is the medium of instruction for much educational content, proficiency in that language is a

prerequisite for realizing the benefits of higher education in both traditional and distance modalities (Andrade, 2013). However, distance foreign languages courses have developed more slowly than those in other disciplines (Hurd, 2006) due to the need for interaction, specifically input and output. Language learners need to read and listen to the target language and produce language, negotiate meaning, test rules, and get feedback (Krashen, 1985; Swain, 1995; Long, 1996).

An equal balance of meaning focused input, meaning focused output, language focused instruction, and fluency development is critical to an effective language course (Nation, 2001). While meaning focused input (i.e., understanding readings, lectures, and conversations), some aspects of meaning focused output (i.e., communicating through writing), language focused instruction (i.e., studying grammar, vocabulary, and pronunciation), and some features of fluency development (i.e., using familiar vocabulary and grammatical structures for reading, writing, and listening,) lend themselves to distance learning, other aspects, such as social interaction, require innovative approaches and application of technology (Andrade, 2013).

Non-native English language speakers with aspirations for further education not only need the opportunity to develop academic English skills preparatory to enrolling in distance courses, but also benefit from socialization to educational expectations, which differ by culture, and the development of attributes for success in distance learning contexts. Although the same is true for many students, the specific linguistic, academic, and cultural support requirements of non-native English speakers has been well-established (Andrade, 2008; Gunawardena, 2013; Holta, 2013).

In addition to language acquisition theories, distance education and learning theories are also relevant, specifically as they relate to helping learners succeed. The theory of transactional distance explores the relationship among structure, dialogue, and autonomy (Moore, 2013). Transactional distance is the gap between the learner and the teacher in a distance course. The basic tenet of the theory is that when structure and dialogue are high, autonomy is low. When structure and dialogue are low, autonomy is high. Structure consists of the materials, assignments, due dates, and other built-in design elements of a course while dialogue reflects interactions among students and teacher. The latter may include email, feedback, announcements, and live conferences. Autonomy refers to both choice and capacity—the learner's freedom to choose what,

when, and how to learn, and the learner's ability to be self-directed (Moore, 2013).

Related to autonomy is the concept of self-regulated learning, defined as learners taking responsibility for the elements that affect their learning (Dembo & Eaton, 2000). It consists of six dimensions—motive, methods, time, physical environment, social environment, and performance (Zimmerman, 1994; Zimmerman & Risemberg, 1997). Self-regulation behaviors can be taught and can help students improve their achievement. The concept has been specifically applied to English language learning, both online and face-to-face (Andrade & Bunker, 2009; Andrade & Evans, 2013). As learners consider their reasons for learning, methods and strategies, use of time and priorities, where they study, how and when they seek help, set goals, reflect on their performance, revise their goals, and make changes, they increase their capacity for learning and autonomy. The teacher acts as a facilitator. The result is a learning-centered rather than a teacher-centered experience.

These elements must be carefully considered in terms of course design and learner support for international eLearning. "Development teams must understand diverse learner characteristics and design pedagogical environments that address learner goals and aid achievement" (Andrade, 2013, p. 69). The case studies in this research examine these factors.

3 METHODS

This is an intrinsic case study in which the case itself is of interest due to its unique nature (Stake, 1995). Case studies are appropriate when the research addresses the questions of *how* or *why* (Yin, 2003). In this study, the focus is on *how* two institutions successfully developed programs to address the needs identified in the literature review—global access to higher education, affordability, and support of diverse learners, particularly in terms of English language proficiency. The purpose of an intrinsic case study is to understand the case rather than an abstract phenomenon or to establish a theory or new methodology (Stake, 1995).

As established, a clear need exists for global eLearning to provide access and support the success of non-native speakers of English with a range of educational, cultural, linguistic, and technological backgrounds. The two institutions selected for the study illustrate how this need can be addressed. As such, this is a collective case study that examines the similarities and differences between the programs

(Yin, 2003) to better understand how the models respond to international contexts and student populations. The unit of analysis is the two programs (Miles & Huberman, 1994).

Data was collected from websites, teacher training materials, courses, and teacher and learner experiences. The researcher's involvement with course design and teacher training at one institution and teaching online English language courses at both institutions provided direct interaction with learners and teachers over two years and involved approximately 230 students and 56 teachers. Data also involved one-hour telephone interviews with an administrator at each institution, and multiple interactions with approximately six course supervisors. Administrator interviews focused on vision and goals, admission and costs, delivery models, and enrollment. The interviews clarified other data sources and provided additional details and insights. The sampling was purposeful in that it drew from a variety of sources to better understand the programs. Multiple data sources and the researcher's prolonged exposure to the programs triangulated the findings.

The initial conceptual framework consisted of examining institutional contexts and program components (e.g., purpose, target audience, admission standards, cost, course design, matriculation requirements, etc.) to determine how these components supported global higher education access, affordability, and learner support. The framework continued to develop with the data analysis (Miles & Huberman, 1994); as the components were explored, the themes or categories further emerged demonstrating specifically how the programs worked in practice.

The study is limited in that it focuses on only two institutions and is qualitative; however, although findings of this type of study cannot be generalized, the reader can determine if they are applicable to other contexts (Baxter & Jack, 2008). An additional limitation is researcher bias as the researcher was involved in course design and teaching; however, care was taken to monitor this as data was collected and analyzed. This was accomplished by objectively examining institutional practice through the lens of the literature and the conceptual framework.

3.1 Context

Both institutions are private, undergraduate institutions in the United States. They are referred to as Institution Self-Regulated Learning (SRL) and Institution Prepare, Teach, Ponder (PTP) to reflect

their respective online learning models.

Institution SRL has a total enrollment of 2,600 students of which 44% are international; of these, 230 students are enrolled in online courses. Data is not available to indicate how many of the latter are international although administrators indicated that the majority are. Online enrollments in the English language courses grew from 10 to 134 in a 3 year period. The institution's geographical service area is worldwide with a primary focus in Asia and the Pacific. This target area applies to both on-campus and eLearning programs. The goal of international online students is preparation for on-campus study.

Institution PTP has 15,000 students, of which approximately 600 are international. A total of 6,852 are enrolled in online programs including 900 international students; 1,600 on-campus students are enrolled in an online course. The administrator responsible for the program indicated that online enrollments from outside the United States are projected to reach 20,000 by 2017. The institution began with an enrollment of 49 students in 2010.

Similar to Institution SRL, the target region for Institution PTP's online program is worldwide with a focus in Mexico and South America as well as Africa, Russia, the Ukraine, and Canada. International online students are primarily seeking to complete online degrees to further their employability rather than coming to campus. One difference between the institutions is that Institution SRL has a much more extensive on-campus international population although both universities are focused on global eLearning outreach.

4 RESULTS

Case study methodology relies on combining the data sources to understand the case as a whole and the contributing factors (Baxter & Jack, 2008). As such, the data was analyzed and converged and themes identified related to the conceptual framework consisting of program components and their relation to the issues evident in the literature— access, affordability, and learner support with an emphasis on English language learning. Each artifact and information source was reviewed including the learner, teacher, and administrator interview data to determine the viability of practices and curriculum design to understand how the components contributed to effective eLearning. The researcher examined the information based on the learning theories introduced in the literature review and the issues of global higher education. A discussion of

the resulting themes follows. Supporting quotations from students may contain grammatical errors due to their emerging English language proficiency.

4.1 Access

Access consists of admission, academic foundations, and affordability. Admission requirements for the online programs are similar at both institutions. Neither requires high school completion or specific marks. However, Institution SRL requires intermediate level English language proficiency measured by a standardized English language test. Admission to Institution PTP involves a proficiency test but students with any level of English can enroll.

At both institutions, admission to on-campus study involves specific academic and English language requirements such as high school marks and standardized college readiness and English language test scores. Grades in online English language courses are considered in the admission process for on-campus study at Institution SRL and these courses count toward a degree. At Institution PTP, completion of Academic Start, consisting of English, math, and student development courses (learning strategies and life skills), with a B average is required for admission to online degrees. Students wanting to enroll on-campus must meet regular admission criteria.

In terms of academic foundations, the program at Institution SRL prepares students for on-campus study and reduces their time to a degree through online English language coursework. It offers intermediate level courses in reading, writing, listening, and speaking. A limited number of online introductory university courses, including a student development course, are available post-completion of English language requirements and a few associate degrees are in development.

Academic Start at Institution PTP provides students with the basic skills to complete an online degree. The English language component is an advanced level integrated skills course, which emphasizes writing. A math course helps students prepare for college-level math requirements. A student development course introduces the institution's learning model and focuses on general life and study skills. A 1-credit hour orientation course is taken prior to the first online course.

The curriculum in these preparatory programs aims to increase access to further education through the acquisition of academic English language skills, and in the case of Institution PTP, with basic life and math skills. The long-term goal is to improve

learners' employment opportunities and potential for societal contributions.

Cost has been adjusted based on regional economies. Institution SRL's tuition ranges from $25-$110 per credit hour depending on geographical region or country whereas the scale at Institution PTP is from $20-$65 per credit. The outreach of the latter institution extends to learners in developed countries who could benefit from open admission, low-cost degree opportunities. This institution also differs from Institution SRL in that it offers a considerable number and types of online degrees. Students can earn a bachelor's degree for just under $8,000 U.S. in the United States, and as low as $2,400 U.S. for international students. The focus of the online offerings at Institution SRL is primarily English language coursework with a limited number of certificate and associate degrees in development.

Both institutions desire to lower barriers to education by offering open access, low-cost, high quality online learning. The administrator at Institution PTP indicated that the goal is to have "high quality courses so that students will like them and want to continue taking them." Institution SRL has a primary emphasis on English language acquisition for students wanting to be admitted to on-campus study whereas Institution PTP offers online degrees at the certificate, associate, and bachelor levels and the broader Academic Start program with some English language coursework.

4.2 Learner Support

Concern with student success is evident. The learning support theme focuses on completion, online support, and learning models. Completion is encouraged through a year-round academic calendar, emphasis on utilization of summer terms, and online learning. The goal is to complete a bachelor's degree in 3 years as opposed to the 4 years normally required in the United States. Both institutions offer online learning support in the form of academic advising; peer tutoring; email, telephone, and live chat technology help; optional English language and technology tutorials; and library access.

More innovative support is evident in the institutions' learning models which offer opportunity for linguistic and learning skill development. At Institution SRL, course design is based on the theories of self-regulated learning, language acquisition, and transactional distance. Courses and instructors facilitate learner responsibility for managing the factors that affect their learning while developing English language proficiency. The

administrator at Institution SRL describes SRL as the "backbone" of the courses. Students set goals, learn and apply strategies, analyze performance, and modify goals. They submit self-evaluative weekly learning journals and midterm and final performance reports. Various assessments of language skills are administered throughout each course.

The reflective journals indicate learner views regarding SRL. Related to methods of learning, one student commented: "I have become very good at guessing the meaning of new words in a sentence or paragraph." The following indicates the use of two SRL dimensions – social environment and methods: "I have learned to further improve my study site. . . . I put a whiteboard in my room. I write on my whiteboard new verbs each week." The midterm and end-of-semester evaluations provide further insight and examples of how SRL benefited learners: "One of the surveys I like the most is where we have to identify our values and goals. Seeing this I feel a sense of motive."

Teachers are introduced to SRL in a training course which involves setting goals to facilitate learners' SRL behaviors. Teacher comments illustrated support for the approach:

> Goal setting and planning is something that I enjoy on a personal basis so I think those areas are something I can help my students with, and the way I want to do this is to identify an upcoming self-regulated activity and post an announcement concerning it.

Another indicated:

> The MYL assignments are very useful; for example, the one about developing positive self-talk. I have learned that aside from the ideas listed in the assignment, keeping gratitude and/or positive thoughts journal can make a huge difference in learning.

The training also familiarizes teachers with the institution and the on-campus English language program, technology, planning and preparing for class, sources of help, methods of learner feedback, tracking student progress, and creating an online community. The following comments indicate teacher response to the training: "I really want to prepare and make my course more navigable. I have a long list of goals for improving the flow of things." "I am looking forward to reaping the rewards of implementing these great strategies."

Teachers in the training course completed an end-of-unit reflection and goal-setting assignment and participated in a discussion board. The latter supported community-building. Both revealed some challenges with online teaching: "Honestly speaking I think this last week has been a little confusing for the majority of us. This discussion was helpful in seeing what other teachers have been dealing with and reading the answers to their questions."

Technology issues tended to get more attention in the discussion forum than pedagogical issues as did specific questions about courses: "The assignments didn't roll over to my calendar and I've been trying to fix it." "I'm barely keeping my head above water. My [section] doesn't have a tutor, and I don't know who to contact to find out what is being done about this." The discussion board provided insight into teacher experiences and issues.

Institution PTP has a 3-stage course design model: prepare, teach, ponder/prove. Students prepare by studying assigned materials, completing homework, and participating in groups. In the second stage, they teach each other by sharing their understanding of course content in instructor-facilitated discussion forums and on-site gatherings facilitated by volunteer senior couples and led by students (which supports the "teach" aspect of the learning model). The final stage involves review, reflection, and application. Students take quizzes and submit self-assessments.

The self-assessments consist of five or six prompts from which students choose such as what is most difficult, what they like best, how the course differs from how they have learned English previously, what they think would help them do better, the most helpful thing they learned that week, a goal they would like to pursue, what they learned from their classmates, their strengths and weaknesses in English, and future plans for using English. The prompts are either connected to the lessons (e.g., how writing good letters might be useful to them) or are general in nature (e.g., the most important thing they learned). At the end of the course, they ponder their experience and next steps in terms of education or employment.

The reports encourage student responsibility for learning and the identification of specific steps for improvement. One student wrote: "I learned that use of transition words help us create coherence in our paragraph and how to correctly use determiners in a sentence. My goal for the next two weeks is to use this knowledge in the essays that I have to do." Another commented on her reasons for learning: "I need to improve and increase every day my skills in this language, and I am doing it, for my kids for a better life for them. Also, I can help better others with my talents and my skills." Specific to the model, one student wrote: "This learning model provide me a mental graph of how should I develop

my study method to fit in the model."

Teachers at Institution PTP certify as online teachers prior to teaching their first course. Similar to the training at Institution SRL, the certification familiarizes teachers with the learning model, institution, and purpose and design of the online courses. It helps them develop online facilitation and teaching skills. Teachers interact with each other in discussion forums throughout the training. The course parallels the learning model that students experience—prepare, teach, and ponder.

Each semester, teachers participate in a discussion forum facilitated by a lead instructor who posts topics. Examples include motivating students, dealing with plagiarism, managing difficult students, implementing effective discussion boards, and providing feedback. Regarding the latter, one instructor commented: "I feel like this semester has been very productive for me. I'm getting better at knowing how to fulfill my role as an instructor, and I'm learning what it is that the students want and need from me. I think one of the things that I've learned is how to give better feedback."

In addition, instructors can post questions. For example, one instructor inquired about how to divide students into small groups for the discussion forum and the advantages of this. Since both new and experienced teachers participate, the forum is an example of instructors teaching each other as the students do in their courses. Themes from the forums tended to focus on pedagogy rather than technical issues, in contrast to Institution SRL. Colleague support is evident in the following: "Teaching online does take some getting used to, but you seem to be transitioning well. For me, it took a few semesters to really feel comfortable with it."

Each week, teachers complete a reflection report in which they comment on the amount of time they spent on the course, their currency with grading assignments, how they helped struggling students, and items of concern for their course lead.

The course design and curriculum supports program purpose at both institutions. Provision is made for needed English language preparation, and at Institution PTP, for other basic skills. Learning models have been developed to address student need for effective study habits and strategies and increase autonomy with the aim of course completion and future academic success. Credentialed instructors, both full and part-time, are trained for online teaching and in the learning models. They also receive on-going support. Thus, high quality instructors, student support mechanisms, and sound teaching and learning approaches are evident.

4.3 Linguistic Considerations

Courses in both programs include the strands of a well-balanced English language course (Nation, 2001). Institution SRL provides comprehensive offerings with skill-based courses in reading, writing, listening, and speaking. Input is provided through readings and listening (textbook excerpts, videos, lectures, scripted and narrated PowerPoint slides). Output occurs through writing assignments, video posts, and weekly live interactive peer tutoring. The latter is structured with specific discussion topics although learners can ask for help with other issues. Instructors may have live video conferences with students to discuss progress and SRL goals. Deliberate instruction in grammar, vocabulary, reading skills, and writing techniques is present. Fluency is developed through timed reading exercises, learner journal reflections, discussion board postings, and other activities.

Thus, courses consist of a linguistic input; opportunities for output; deliberate study of grammar, vocabulary, and pronunciation; and fluency building. The assignments and instruction provide structure, and teacher facilitation, which is further developed through training, provides dialogue (Moore, 2013). Student discussion forums and videos are also sources of dialogue and provide output opportunities for rule-testing and real-life meaning negotiation (Long, 1996).

The Institution PTP English language course focuses primarily on academic writing—organization, grammar, vocabulary, and rhetorical patterns. Input is provided primarily through reading and some video while output involves writing, discussion and video posts to other students, and twice weekly live interactive appointments with a peer tutor. Students meet weekly with other students in their geographical area, which provides further language interaction.

As with Institution SRL, these course components fulfill the requirements for language acquisition as well as providing differing amounts of structure and dialogue to promote autonomy and individual responsibility for success. Autonomy is particularly evident in the *teach each other* aspect of the learning model, operationalized in the discussion forums and weekly gatherings. Students are provided with a lesson plan for the gatherings, but must use their English skills to communicate and know the material well enough to share it with their peers, thus both language acquisition and autonomy are supported. An additional advantage is increased confidence in using the language as evident from a

student's learning report:

> I realize I have the capacity to learn and understand more about English language. I'm feeling more comfortable with my drafting and grammar now. I can share my feelings and thoughts more easily and I think others can understand me more and better than before this semester.

5 DISCUSSION

The purpose for the two programs is similar and addresses global education needs. Both lower barriers and provide access in terms of admission and cost although Institution PTP has a broader and more fully developed online presence, allowing students to complete degrees. Institution SRL focuses primarily on English language acquisition with the intention of students transferring to campus. The following discussion reviews the issues in the literature regarding global learning and the extent to which the institutions address them.

Linguistic, educational, cultural, and technological needs (Andrade, 2013) are accounted for. The institutions seek to develop learners' academic English skills to make future study accessible. The curriculum encompasses the necessary strands of a well-balanced language course. Institution SRL provides extensive English language coursework. Given its international enrollment, this is an area of expertise and ensures the institution's academic integrity. Institution PTP has only one English language course but the curriculum targets needed academic English skills.

Regarding academic preparation, Institution PTP offers students the basic skills support typically needed by those who are academically underprepared (e.g., English, math, student development) while Institution SRL offers, but does not require, selected academic courses, with additional courses and degrees in development.

The institutions have well-developed learning models that account for cultural adjustment by ensuring that students have the self-sufficiency to be active learners rather than teacher-dependent. They guide students in examining goals, evaluating performance, applying new methods, seeking help, and developing self-regulation in support of distance learning and educational theories (Moore, 2013; Zimmerman, 1994). Learner and teacher feedback attests to positive experiences with the models.

Tutorials and live technological support is provided. Socialization, and language interaction, occurs through face-to-face connections with peer mentors who assist students with course content, answer logistical questions, and direct students to other sources of help. Thus, technological assistance, socialization, peer support, and English language practice are provided.

6 CONCLUSIONS

Future exploration should determine student success in continued study such as performance in language intensive courses and degree completion would help determine the effectiveness of the curriculum and learning models. Comparisons with on-campus students, including those who have met higher admissions standards, would also provide insights.

Both institutions fulfill a need—increasing accessibility to higher education on a global level. Students can study anywhere, anytime at a reduced cost. Obstacles to obtaining a degree are addressed—insufficient finances, busy schedules, rigorous admission standards, and lack of learner confidence. Increasing enrollments in eLearning courses attest to the need for the programs, and are evidence of positive word-of-mouth communication among learners.

The institutions are at different points in their development and the comprehensiveness of their offerings; however, both provide global learners with the opportunity to acquire English language skills in online learning environments to build a foundation to further study. The institutions recognize that distance education increases access, allowing more individuals to reach their potential.

This study contributes to the field of global eLearning through an intrinsic case study of two institutions that have implemented innovative global eLearning programs. The programs address the need to provide "sufficient publicly funded support to expand higher education" (Hanna, 2013, p. 684), which is "a requirement for individual, community, economic, and collective well-being (Hanna, 2013, p. 684). Greater understanding of the models, the goal of this study, can lead to innovative practices at other institutions.

REFERENCES

Allen, E. I., & Seaman, J. (2013). *Changing course: Ten years of tracking online education in the United States*. Babson Park, MA: Babson Survey Research Group and Quahog Research Group. Retrieved from

http://sloanconsortium.org/publications/survey/changing_course_2012.

Andrade, M. S. (2008). International graduate students: Adjusting to study in the United States. In K. A. Tokuno (Ed.), *Graduate students in transition: Assisting students through the first year* (pp. 71-88). Columbia, SC: National Resource Center for the First Year Experience & Students in Transition.

Andrade, M. S. (2013). Global learning by Distance: Principles and practicalities for Learner Support. *International Journal of Online Pedagogy and Course Design*, *3*(1), 66-81.

Andrade, M. S. & Bunker, E. L. (2009). Language learning from a distance: A new model for success. *Distance Education, 30*(1), 47-61.

Andrade, M. S., & Evans, N. W. (2013). *Principles and practices for teacher response in second language writing*: *Developing self-regulated learners.* New York: Routledge.

Baum, S., & Ma, J. (2007). *Education pays: The benefits of higher education for individuals and society*. Washington, DC: College Board. Retrieved from http://www.collegeboard.com/prod_downloads/about/news_info/trends/ed_pays_2007.pdf.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and.

implementation for novice researchers. *The Qualitative Report*, *13*(4), 544-559.

Carlson, S. (2013, April 22). *How to assess the real payoff of a college degree*. Chronicle of Higher Education. Retrieved from http://chronicle.com/article/Is-ROI-the-Right-Way-to-Judge/138665/

Carneiro, R., & Steffens, K. (Eds.). (2006). *Editorial*, [Special issue]. *European Journal of Education, 41*(3/4), 345-352.

College Board. (2012). *Trends in college pricing* 2012. New York : College Board. Retrieved from http://trends.collegeboard.org/

Dembo, M. H., & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. *Elementary School Journal,* 100(5), 473-490.

Gourley, B. (2009, June). *Higher education for a digital age*. Paper presented at the Annual Meeting of International Council for Open and Distance Learning. Maastricht, The Netherlands.

Gunawardena, C. N. (2013). Culture and online distance language learning. In M. G. Moore (Ed.), *Handbook of distance education* (3rd ed., pp. 185-200). New York: Routledge.

Hanna, D. E. (2013). Emerging higher education models in higher education. In M. G. Moore (Ed.), *Handbook of distance education* (3rd ed., pp. 684-694). New York: Routledge.

Holta, J. (2013). Intercultural adjustment and friendship dialectics in international students: A qualitative study. *International Journal of Intercultural Relations, 37*(5), pp. 550-567.

Hurd, S. (2006). Towards a better understanding of the dynamic role of the distance language learner: Learner perceptions of personality, motivation, roles, and

approaches. *Distance Education, 27*(3), 303-329.

International Council for Open and Distance Education and European Association of Distance Teaching Universities. (2009, June). *Statement on international development and open, distance and flexible learning*. Paper presented at the Annual Meeting of International Council for Open and Distance Learning, Maastricht, The Netherlands. Retrieved from.

http://www.ou.nl/Docs/Campagnes/ICDE2009/ID_M-2009%20-%20WCHE.pdf.

Kamenetz, Anya. (2010). *DIY U: Edupunks, edupreneurs, and the coming transformation of higher education*. White River Junction, VT: Chelsea Green Publishing Company.

Krashen, S. (1985). *The input hypothesis: Issues and implications*. London: Longman.

Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie, & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego, CA: Academic Press.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Moore, M. G. (2013). The theory of transactional distance. In M. G. Moore (Ed.), *Handbook of distance education* (3rd ed., pp. 66-85). New York: Routledge.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge, UK: Cambridge University Press.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook, & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125-144). Oxford University Press. Retrieved from http://www.scribd.com/doc/105840639/Swain-1995-Three-functions-of-output-in-second-language-learning.

Trow, M. A. (2005). *Reflections on the transition from elite to mass to universal access: Forms and phases of higher education in modern societies since WWII*. Berkeley, CA: Institute of Governmental Studies, UC Berkeley. Retrieved from http://escholarship.org/uc/item/96p3s213.

White, C. (2003). *Language learning in distance education*. Cambridge: Cambridge University Press.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks,

CA: Sage.

Zimmerman, B. J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. H. Schunk, & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance* (pp. 3-21). Hillsdale, N. J: Lawrence Erlbaum.

Zimmerman, B. J., & Risemberg, R. (1997). Self-regulatory dimensions of academic learning and motivation. In G. D. Phye (Ed.), *Handbook of academic learning: Construction of knowledge* (pp. 105-125). San Diego, CA: Academic Press.