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**“BEHIND THE SCENES”**

I'm writing this editorial soon after the Thanksgiving holiday, so naturally my thoughts are turning again to gratitude for the many blessings God has bestowed. It occurred to me that perhaps our readers would like to know something about the wonderful people behind the scenes who contribute so much to making our publication a success.

**Chandra Goff**, our editorial secretary, was born in Maryland. Newly married, she holds a degree in English and enjoys playing computer games in her spare time. Chandra commutes from Frederick, Maryland, some 55 miles from the office, but arrives promptly each day and hardly ever takes any time off. Her meticulous attention to detail and cheerful performance of a wide variety of complex tasks makes it possible for me to travel without fear that production and communication with authors, press personnel, and artists will come to a halt in my absence!



**Chandra Goff**



**Beverly J. Robinson-Rumble**

**Howard Bullard**, a native of California, has done layout for and designed the JOURNAL for more than 20 years. A gifted and godly man, his résumé includes the following: art director for several major magazines and advertising agencies, the United Way of America in San Francisco and ABC Television, and chair of the graphic design departments at Adventist institutions of higher learning in the U.S. and Mexico. He has taught graphic design and visual communications in several colleges and universities. Howard's skilled assistance has enabled us to win a number of awards from the Educational Press Association and to ensure that the publication is both attractive and readable. Though recently "retired" in Florida, Howard continues to use his gifts in layout and design to produce the magazine and to re-design our Web site (<http://education.gc.adventist.org/jae>).



**Howard Bullard**



**David Vanderwilt & Joseph Trombotta**

**David Vanderwilt's** association with the JOURNAL goes back two and a half decades, in the early 1980s as manager of University Printers in Michigan, and for seven of the past nine years as customer representative at our current printer, Southwestern ColorGraphics in Keene, Texas. When he retires in Florida early in 2005, Dave's efficient and cheerful service will be greatly missed.

**Christopher Zachry** is prepress manager at Southwestern ColorGraphics. An expert at dealing with all sorts of computer systems and software, Chris and his staff "make sure it all comes out right," generously offering advice and assistance when we are baffled by balky computer programs and a variety of other technical problems.



**Christopher Zachry**



**Randy Hall**

**Randy Hall**, our copy editor and proofreader, makes sure we get our facts right and brings consistency to our style and format. Except for several years in the late 1980s, Randy has faithfully performed these tasks for us since 1981. An identical twin and native of Pennsylvania, Randy holds a Master's degree in religion and communication.

After retiring from a career as a press composing room foreman

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People who are “sensing” employ their senses to observe what is going on around them. They focus on what is real and tend to be factual, concrete, and observant about specifics. They take time to arrive at conclusions, attempting to understand ideas and theories through practical applications. Conversely, those who are “intuitive” prefer to focus on the big picture, seeing patterns and possibilities. Such people rely on their “sixth sense,” and are often imaginative and verbally creative, drawing conclusions by following their hunches (Isabel Briggs Myers, *Introduction to Type* [Palo Alto, Calif.: Consulting Psychologists Press, Inc., 1998], p. 6).

3. D. M. Smith and D. A. Kolb, *User's Guide for the Learning-Style Inventory: A Manual for Teachers and Trainers* (Escondido, Calif.: Hay/McBer, 1986).

4. D. J. Hargreaves, “How Undergraduate Students Learn,” *European Journal of Engineering Education* 21:4 (December 1996), p. 425.

5. Ibid.

6. Rayner and Riding.

7. George M. Bass, Jr., and William T. Geary (co-editors), “Education Research Abstracts,” *Issues in Accounting Education* 11:1 (Spring 1996), pp. 239-244.

8. Charles C. Schroeder, “New Students—New Learning Styles,” *Change* (September/October 1993), accessed at <http://www.virtualschool.edu/mon>.

9. Ibid.

10. Michael Raschick, Donald E. Maypole, and Priscilla A. Day, “Improving Field Education Through Kolb Learning Theory,” *Journal of Social Work Education* 34:1 (Winter 1998), p. 31.

11. Michael F. Shaughnessy, “An Interview With Rita Dunn About Learning Styles.” In L. Abbeduto, ed., *Taking Sides: Clashing Views on Controversial Issues in Educational Psychology* (Guildford, Conn.: McGraw-Hill, 1998), pp. 90-97.

12. Ibid.

13. Vicki E. Snider, “What We Know About Learning Styles From Research in Special Education,” *Educational Leadership* 48:2 (October 1990), p. 53.

14. Mary Ellen McClanaghan, “A Strategy for Helping Students Learn How to Learn,” *Education* 120:3 (Spring 2000), p. 479.

15. Ibid., p. 485.

16. Rosalind Murray-Harvey, “Learning Styles and Approaches to Learning: Distinguishing Between Concepts and Instruments,” *British Journal of Educational Psychology* 64:3 (November 1994), pp. 373-388.

17. Ibid.

18. Deborah E. Burns, Scott E. Johnson, and Robert K. Gable, “Can We Generalize About the Learning Style Characteristics of High Academic Achievers?” *Roepers Review* 20:4 (May/June 1998), pp. 276-281.

19. Lynn Curry, “A Critique of the Research on Learning Styles,” *Educational Leadership* 48:2 (October 1990), p. 51.

20. Rayner and Ryding.

21. Ibid.

22. Norman G. Lederman and Margaret L. Niess, “What's in Style?” *School Science & Mathematics* 98:2 (February 1998), p. 59.

23. Burns, Johnson, and Gable, p. 277.

# Editorial

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and salesman, **Joseph Trombetta** took over subscription management for us in 1998. Dedicated and efficient, Joe enters a mountain of data each year, processes changes of address, prepares and mails printouts for renewals, and has become an ace at dealing with our very complex invoicing system. Despite his initial qualms, he has become an expert at using the computer program—even without a user's manual! Joe works closely with Amy Waller, who wrote the program and makes frequent updates to ensure that all tasks relating to subscription management and billing are performed accurately and in compliance with the complex rules of the U.S. Postal System.

A number of other people's contributions should also be noted: all of the employees of Southwestern ColorGraphics, but particularly those in the mailing department; Enrique Becerra, who does such an excellent job of producing the international editions of the JOURNAL; the magazine's advisory board (with current chair Andrea Luxton); my former secretaries Alma DeBoer and Ruby Phalen (both now retired); and last but not least, Dr. Lewis Larson, now deceased, who for a decade not only served as subscription manager, but also championed the publication with eloquent letters to any organization that dared to reduce the number of copies ordered!

A big thanks to these talented and dedicated people!—B.J.R.

# ALVN

*Continued from page 41*

through this course to get a feel of what online teaching is about. Of course, it would not be for everyone, but the experience is worth the challenge.”

• “I enjoy learning, and this is something I've never done before. Also, I'd rather go out and embrace the future rather than have it come after me.”

AVLN continues to make an impact on the technology use of instructors at all levels of education. If you haven't yet experienced one of these courses, visit <http://www.avln.org/learning> to see our schedule and sign up for a course that meets your needs.

## A Common Course Management System (CMS)

AVLN has recognized a need for a common Course Management System (CMS) for some time. Currently, Adventist institutions are using Blackboard, WebCT, Moodle, and others. In the summer of 2004, a subcommittee of the Adventist Distance Education Consortium (ADEC), recommended Desire2Learn (D2L) as a potential platform that could meet the

needs of all institutions. Currently, discussions are occurring on many different levels about this possibility. Ultimately, we must ask, “What would a common CMS do for Adventist students and teachers?” If you would like to be part of this discussion, send an e-mail message to [collaborate@AVLN](mailto:collaborate@AVLN) or to one of the column editors. ✍

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**Marilyn R. Eggers** is an AVLN board member and an Associate Professor in the Curriculum and Instruction Department at La Sierra University in Riverside, California. She develops and teaches online courses, promotes the effective integration of technology into teaching and learning, and encourages collaboration in all areas of education. You can reach her by e-mail at [meggers@lasierra.edu](mailto:meggers@lasierra.edu).

**Shirley Freed** is Chair of the Leadership and Educational Administration Department at Andrews University in Berrien Springs, Michigan. She is currently President of AVLN and one of the organization's originators, and teaches all of her courses online. You can reach her by e-mail at [freed@andrews.edu](mailto:freed@andrews.edu).