

### **Assignment #1: Definition of Distance Education**

Three generations of Distance Education (DE) pedagogy are defined and highlighted in this paper in a chronological order. This essay revealed that these generations should be used effectively, to meet the education needs of our present and future generation. Therefore an excellent quality of DE will be determined if the learning framework is implemented effectively in the education perspective of the three generations (Anderson & Dron, 2011).

#### Definition of Distance Education

Distance Education is a broad term that is frequently used synchronously with other terminologies. DE includes a two-way interaction between instructor and student, instructor and instructor, and students and students. This pedagogy personalizes the communication of teaching and planned learning through a selection of educational tools conducted by a special institutional organization (Da Silva Beharry, 2015).

#### The Cognitive-Behaviorist (CB) Pedagogy

Based on the CB Pedagogy, the internal or external environment determines the changes in behaviors of an individual's reaction. The CB models are designed for instructional learning, and were used for teaching DE when there was limited access to technologies. It is also important to highlight that these models are currently used in developed and developing countries where there is limited access to technologies.

#### Social-Constructivist (SC) Pedagogy

This SC Pedagogy uses synchronous and asynchronous technologies to create a channel for instructors and students to communicate. This aspect of communication is accomplished through the World Wide Web. Mobile technologies activities are incorporated in the structure in which those activities are materialized.

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Connectivist Pedagogy

The connectivist pedagogy was recently developed, and it is the third generation of the DE model. This model relies on networked connections, to communicate with its generation. This pedagogy focuses on building and sustaining current and flexible networked connections for existing and emergent problems.

Implications

In the first generation of the CB models, the education program was more cost effective than the traditional education program. There were also challenges of reductions in teaching and social presence. Conversely, the constructivist model limits the communication for people to learn in its environment.

Conclusion

Distance Education has developed through various technologies. No single generation revealed all the answers, because each generation was built on the foundations of their predecessors. In addition, the success of the models will be determined if they are implemented accurately, effectively and efficiently in the education framework of the three generations. The teaching and learning models evolved when the technological climate were suitable for them. It is therefore imperative to emphasize that, "DE has created several opportunities for us to participate beyond classroom sessions at a suitable time and place, without face-to-face contact of students and instructors."

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