

Group 1 – OMDE 601 9040 – Spring 2015

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Collaborative Project – The Evolution of Distance Education

First Wave: Correspondence/Independent Study					
Forces dominant in the larger context that drove development of DE	Theories/Ways of Understanding DE	Institutional and organizational development	Prevailing teaching/ learning theories/ methodologies. Prevailing view of role of teacher and role of learner	Predominant technologies	Key authors
<p>Learners in remote areas, distant from learning institutions.</p> <p>Industrial revolution led to need/desire for further education from work force.</p> <p>Move toward democratization of education.</p> <p>Women and indigent desired educational advancement.</p> <p>Need for more employee and armed services training. World war survivors wished to gain/resume their educational training.</p> <p>Availability of postal service, radio broadcasting.</p>	<p>Empathy and didactic conversations.</p> <p>Learner autonomy and independence.</p> <p>Self-paced vs. prescribed pacing.</p>	<p>Correspondence (postcards, letters). Distributed by postal service, train, plane, car.</p> <p>Chautauqua Literary and Scientific Circle</p> <p>International Correspondence Schools</p> <p>Home Correspondence School of Springfield</p> <p>American Farmers' School</p> <p>Isaac Pitman</p> <p>Society to Encourage Studies at Home</p> <p>Land grant universities</p> <p>For-profit schools including National Home Study Council</p>	<p><u>Teaching and learning theories and methodologies:</u></p> <p>Assigned readings and writing assignments</p> <p>Instruction sheets and examination papers</p> <p>Recitation papers</p> <p>Student learning either self-paced or at a prescribed pace.</p> <p>Students gained knowledge by memory notes.</p> <p><u>Role of teacher(s):</u></p> <p>Teacher considered expert; provides all information.</p> <p>Educators distributed</p>	<p>Print</p> <p>Self-instructional materials</p> <p>Correspondence (letters, postcards)</p> <p>Radio/phonography</p>	<p>Caleb Phillips (teacher of new method of shorthand)</p> <p>Isaac Pitman (Phonographic Correspondence Society)</p> <p>Charles Toussaint and Gustaf Langenscheidt (organized teaching foreign languages through correspondence)</p> <p>Anna Eliot Ticknor (Mother of American correspondence study – Boston-based Society of encourage study at home)</p> <p>William Harper (Highly structured correspondence courses; advocated for</p>

		<p>United States Armed Forces Institute</p> <p>Development of open universities (single-mode)</p>	<p>learning and assessment materials.</p> <p>Evaluate and provide feedback on learner activities and assessments.</p> <p><u>Role of learner:</u></p> <p>Learner in receptive role for knowledge (from teacher).</p> <p>Complete assignments and assessment activities; return to teacher.</p>		<p>spacing)</p> <p>H.S. Hermod (guiding principle was freedom of individual student to study whenever/wherever suits</p> <p>Otto Peters (sui generis)</p> <p>Borje Holmberg (utility of Bloom's taxonomy)</p> <p>George Buck (use of technology for instruction; historical development of ideas, practices and theory in education)</p> <p>Desmond Keegan (Established the foundations of DE as a distinct and separate area of practice and study from traditional education)</p> <p>Lev Vygotsky (sociocultural theory)</p>
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**Second Wave: Systems Approach to Education**

<b>Forces dominant in the larger context that drove development of DE</b>	<b>Theories/Ways of Understanding DE</b>	<b>Institutional and organizational development</b>	<b>Prevailing teaching/ learning theories/ methodologies. Prevailing view of role of teacher and role of learner</b>	<b>Predominant technologies</b>	<b>Key authors</b>
<p><u>Political forces:</u></p> <p>Determination to improve the economic situation in countries.</p> <p>Politicians publicly support push for education (Margaret Thatcher, Dalton McGuinty).</p> <p>Continued move toward democratization of education.</p> <p><u>Change in ideology:</u></p> <p>Shift in focus to lifelong, autonomous, learner-centered education.</p> <p>Giving citizens an opportunity to improve their lives; second chance education.</p> <p><u>Learner population:</u></p>	<p>Moore &amp; Kearsley; Rumble refer to DE as a system.</p> <p>Philosophy of “open” education – open to people, places, methods, ideas, adults, both genders, places, methods, technical media, content of learning, underprivileged and underserved (Crowther).</p> <p>Peters Principles:</p> <ul style="list-style-type: none"> <li>• Egalitarianism</li> <li>• Equality of educational opportunity</li> <li>• Lifelong and ubiquitous learning</li> <li>• Flexible curricula</li> <li>• Learner-orientation</li> <li>• Autonomous learning</li> <li>• Learning through communication and interaction</li> </ul>	<p>Early days – “London External degree)</p> <p>Single-mode institutions with openness on a variety of levels</p> <p>Mega Universities</p> <p>Commitment to systematic scholarly activities (research and publication).</p> <p>Technologic advances provided opportunities for inter-institutional collaboration, development of professional organizations, consortia, partnerships</p>	<p>Access to course tutors (Athabasca Univ in Canada)</p> <p>Concept of few teachers reaching many students.</p> <p>Development of “units” to fulfill pedagogical and technical functions</p> <ul style="list-style-type: none"> <li>• Instructional Design and Educational Technology</li> <li>• Computing</li> <li>• Student Support</li> <li>• Library</li> <li>• Distance Education (and Institutional) Research</li> </ul> <p><u>Role of Teacher:</u> Teaching organized in industrialized way via systems approach.</p> <p>Professors conduct research, train academic staff, engage in course writing, serve as subject matter experts.</p>	<p>Partnerships with media (e.g., BBC).</p> <p>Teleconferencing (point to multipoint)</p> <p>Print-based packages, supplemented by radio and television.</p> <p>Multimedia – digital radio, satellite transmission, digital TV, printed material, audiovisual materials, audio and video cassettes, fax</p>	<p>Moore &amp; Kearsley (Systems view of online learning)</p> <p>Rumble G (Systems view of online learning)</p> <p>Lord Crowther (1<sup>st</sup> Chancellor of UK OU, advocated “open” premise)</p> <p>Margaret Thatcher (supporter of UK OU despite budgetary cuts)</p> <p>Dalton McGuinty (24<sup>th</sup> Premier of Ontario, Canada)</p> <p>Nigel Paine (Open learning in transition)</p> <p>Charles A. Wedemeyer (Director of Wisconsin Correspondence Study program; researched learning theory and the sociology of independent learning)</p>

<p>Highly motivated initial cohorts of students (e.g., teachers on local level).</p> <p>Increased number of learners post-World War II.</p> <p><u>Evolving Technology:</u></p> <p>Ubiquitous availability of radio and TV.</p>	<p>Halls paradigm shift in the fundamental way we consider knowledge and learning:</p> <ul style="list-style-type: none"> <li>• To teaching adults</li> <li>• To admitting larger numbers of students</li> <li>• New types of students</li> <li>• Mediated communication</li> <li>• New functions of higher education</li> </ul> <p>Optimize iron triangle of quality, access and cost (Daniel)</p> <p>Moore pedagogical categories of dialogue, structure and autonomy.</p> <p>Moore's theory of transactional distance.</p> <p>Andragogy (Knowles) six principles</p> <ul style="list-style-type: none"> <li>• Adults are internally motivated and self-directed</li> <li>• Adults bring life experiences and knowledge to learning experiences</li> <li>• Adults are goal oriented</li> <li>• Adults are relevancy oriented</li> </ul>		<p>Professors assisted by teams including mass media experts, educational technologists, tutors, mentors, moderators, counselors, markers of tests or essays, evaluators, external course writers.</p> <p><u>Role of Learners:</u> Learner-centric model; learner autonomy.</p> <p>Learners are self-directed, and engaged in active learning process.</p>		<p>Sir John Daniel (educational technology)</p> <p>Shale D. (described single-mode institutions, AKA dedicated distance teaching institutions)</p> <p>Miller, G. E. (organizational systems of DE during 2<sup>nd</sup> wave)</p> <p>Anthony Bates (among founding faculty of UK OU)</p> <p>D. Keegan (Established the foundations of DE as a distinct and separate area of practice and study from traditional education)</p>
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	<ul style="list-style-type: none"> <li>• Adults are practical</li> <li>• Adult learners like to be respected</li> </ul> <p>Constructivism (creating meaning for the learner)</p>				
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<b>Third Wave: Correspondence/Independent Study</b>					
<b>Forces dominant in the larger context that drove development of DE</b>	<b>Theories/Ways of Understanding DE</b>	<b>Institutional and organizational development</b>	<b>Prevailing teaching/ learning theories/ methodologies. Prevailing view of role of teacher and role of learner</b>	<b>Predominant technologies</b>	<b>Key authors</b>
<p>Increased demand for knowledge workers in post-industrial era.</p> <p>Post-Fordist framework of DE put emphasis on the following: flexible accessibility of resources; the quality of learning including the environment and cost effectiveness on the side of both the institution and the learners.</p> <p>The Third Wave is considered as the information bomb, with the modern age swirling phantasmagoria, that reveals a promising rapid unprecedented acceleration for many decades of electronic</p>	<p>Constructivist approach</p> <p>Connectivism and social innovation philosophies</p> <p>Constructivism pedagogy</p> <p>Community of Inquiry (CoI) theory</p> <p>Social constructivism Empathy approach is realised with the feeling of partnership.</p> <p>Self-directedness</p> <p>Collaborative construction of new knowledge.</p> <p>Interaction Equivalency Theorem.</p>	<p>Virtual universities and colleges are increasing significantly, and hundreds of thousands of students are enrolling in the DE program (open admissions)</p> <p>In the traditional venues or public universities the DE students are multiplying tremendously.</p> <p>Fully decentralized with integration of study modes</p> <p>Open Universities and Traditional universities</p> <p>K-12 Online learning</p> <p>Single mode</p>	<p>Allows for spontaneity of response</p> <p>Fosters community Instructor/course schedule</p> <p>Real time</p> <p>Multimedia</p> <p>Limited exploration time</p> <p>Self-motivated and self-starter learners; self-directed/autonomous learning</p> <p>A variety of media integrated in the learning programs.</p> <p>Telecommunication in education</p>	<p>Innovative Websites</p> <p>Modern journals</p> <p>New-fangled discussion forums.</p> <p>Electronic nature communication</p> <p>Webs-based instruction</p> <p>Computer assisted instruction as well as text-based</p> <p>Digital technologies (YouTube, Web 2.0 tools, Wikipedia, Net-based communication tools (Web CT, Blackboard, Lotus Notes and etc.), aggregation and recommender systems.</p> <p>Synchronous and</p>	<p>(Dyrud, 2000) (quotes Toffler's "swirling phantasmagoria"; discussed social isolation of DE and risk of "digital diploma mills")</p> <p>Peters, (2010) (principles of adult education)</p> <p>(Bates, 1995) &amp; Heather Kanuka &amp; Doug Shale (technology, e-Learning, distance education)</p> <p>Holmberg (empathy approach to DE)</p> <p>Garrison, Anderson, &amp; Archer (community of inquiry)</p> <p>Garrison (2009); Peters:</p>

<p>communication.</p> <p>Globalization has made it easy for increased number of people (young and adults, small and large group) to simply access education in the comfort of their homes through distance education.</p> <p>Knowledge-Centered Learning Environments: affords students an opportunity to deeply master and understand subject concepts.</p> <p>Tutor-learner interaction enhances learner support and thorough understanding of the content at hand. In a way students have the opportunity to ask direct questions to their tutors and get a prompt response. Students-students interaction makes it possible for learners to give each other moral support and to even clarify issues relating to their studies before or after consultations with their tutors.</p>		<p>universities adapt to new technological forms.</p> <p>Face-to-face universities transition to dual-mode (F2F and OLL).</p> <p>New organizational forms of education emerge (virtual schools, for profit institutions)</p>	<p>Interpersonal relations are entirely encouraged between learners and professors, tutors and learners-learners.</p> <p>Individual online interaction between students and tutors as well as student-student.</p> <p>Connectivism student roles: explore, connect, create, evaluate.</p> <p>Connectivism teacher roles: critical friend, co-traveler.</p> <p>Constructivism student roles: discuss, create, construct.</p> <p>Constructivism teacher roles: discussion leader, guide on the side.</p> <p>Blended learning</p> <p>5 stage model</p> <p>10 virtual learning spaces</p> <p>Flipped classroom model</p> <p>Digitalization of learning environment</p>	<p>asynchronous communication within web-based platform.</p>	<p>self-directed collaboration construct</p> <p>Vaughn (blended learning)</p> <p>Anderson (2003) (interaction equivalency theorem)</p> <p>Morgan (2011); blended learning</p> <p>Anderson and Dron (distance education pedagogies)</p> <p>Karen Swan (alternate way to define waves of DE)</p>
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			<p>Presence within online classroom: cognitive, social, teacher</p> <p>Triad of student-content, student-student and student-instruction interactions; potentially with unequal representation among the three.</p>		
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Current Trends/Future Wave					
Forces dominant in the larger context that drove development of DE	Theories/Ways of Understanding DE	Institutional and organizational development	Prevailing teaching/ learning theories/ methodologies. Prevailing view of role of teacher and role of learner	Predominant technologies	Key authors
<p>Technological innovations; and the independence of teachers teaching and education with radical shifts in the way we learn through technology (Clark, 2011).</p>	<p>The internet is a pedagogic engine. Connectivism (Schwier, 2011). Heutagogy (Blaschke, 2012). Andragogy (Hase &amp; Kenyon, 2000). Pedagogic change (Clark, 2011).</p>	<p>Still hanging on to classroom teaching and summative and formative assessments (Clark, 2011).</p>	<p>Groundbreaking shifts in the way we learn is not matched by the way we teach (Clark, 2011). Open source courseware (Clark, 2011).</p>	<p>Presentation tools; Google, Facebook, Twitter, Diigo, and asynchronous innovations in technology always advancing. The advent of the hyperlink is a less linear learning method (Clark, 2011).</p>	<p>Schwier, R. (2011), connectivism, Blaschke, L.M. (2012), heutogogy, Hase, S. &amp; Kenyon, C. (2000), andragogy, Clark, D. (2011), pedagogic change</p>
<p>Distance education (E-learning is growing increasingly rapidly in the formal and informal teaching, training and</p>	<p>Learning with Emerging Technologies  Emerging trends of Online Learning.</p>	<p>Personal Learning Environments  Learning, Design, and Emergence</p>	<p>Instructional design  Emerging Technologies in Distance Education</p>	<p>Social Networking Tools and Web 2.0 Approaches  Contemporary Design</p>	<p>Anderson (2010) emerging technologies</p>

<p>learning environments (Anderson, 2010).</p>	<p>Specialized mode of education and Learner-Learner, training- Learner-Content, and Learner-Instructor Interaction and Communication with Emerging Technologies (Anderson, 2010).</p> <p>Using Social Media to Create a Place that Supports Communication (Anderson, 2010).</p> <p>Animated Pedagogical Agents and Immersive Worlds: Two Worlds Colliding (Anderson, 2010).</p> <p>Multi-User Virtual Environments</p> <p>Technical, Pedagogical, and Cultural Considerations for Language Learning (Anderson, 2010).</p>	<p>Institutional Implementation of Wikis in Higher Education</p> <p>Open universities and colleges are increasing tremendously, and a large number of students are enrolling in the DE program (Anderson, 2010)</p> <p>The Use of Web Analytics in the Design (Anderson, 2010).</p>	<p>Mobile Learning</p> <p>Self-motivated and self-starter learners</p> <p>Videoconference Communication</p> <p>Interaction and communication with emerging technologies (Anderson, 2010).</p>	<p>and Integration of Learning Technologies Collaborative</p> <p>Personal Learning Networks for Open and Social Learning (Anderson, 2010).</p> <p>Creating a Culture of Community in the Online Classroom Using Artistic Pedagogical Technologies (Anderson)</p> <p>Structured Dialogue Embedded within Emerging Technologies (Anderson, 2010).</p>	
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<p>Global economic volatility and uncertainty; less job certainty (Hase, S., &amp; Kenyon, C., 2000).</p> <p>Public funding for education decreases</p> <p>Information readily and easily accessible, learning is increasingly aligned with what we do, modern organizational structures require flexible learning practice; need for immediacy of learning. Given the right environment, people can learn and be self-directed in the way learning is applied (Hase, S., &amp; Kenyon, C., 2000)</p> <p>Life of knowledge measures in months and years (Gonzalez, C., 2004). Shrinking half-life of knowledge.</p> <p>Informal learning assumes a larger role in the learning experience (Siemens, G., 2004)</p> <p>Chaos is the new reality for knowledge workers</p>	<p>Pedagogy of nearness (Mejias, U., 2005)</p> <p>Complexity theory (science of complexity) (McElroy, M., 2000)</p> <p>Pedagogy of nearness (Mejias, U., 2005)</p> <p>Heutagogy (Hase, S., &amp; Kenyon, C., 2000) – self-directed learning. Focus more on HOW to learn will be a fundamental skill given the pace of innovation</p> <p>Connectivism (Siemens, G., 2004; Downes, S., 2006)) – deriving competency from forming connections</p>	<p>Open educational resources (OERs) such as MIT Open Courseware project and Khan Academy and Harvard’s Open Learning Initiative are making course content readily available to learners and teachers</p> <p>Traditional institutions are increasing moving into blended and online education</p> <p>Surge in resource sharing (e.g., libraries and tech support)</p> <p>MOOCs (mass open online courses) are emerging (Cormier, D., 2011)</p> <p>Learning analytics (to better understand how to apply technology to the online classroom) (Siemens, Schwier interview)</p>	<p>Technology has influenced pedagogy more in last ten years than the previous 1000 (Clark, D., 2011).</p> <p>Connectivism learning contexts: groups (AKA “classes” in formal education). Networked learning opportunities (Anderson, T., 2005). Collectives (aggregating and synthesizing myriad activities that go on over the Net – e.g., Google, YouTube) (Dron, J., &amp; Anderson, T., 2007)</p> <p>Connectivism operationalized through MOOCs (Siemens interview)</p> <p>Heutagogy concept of double-loop learning and self-reflection (Eberle &amp; Childress, 2005 as shown in Eberle, J., 2009).</p> <p>In heutagogy (self-determined learning) learners acquire both competencies and capabilities (Stephenson, 1994 as cited in McAuliffe et al, 2008)</p>	<p>Rapid development of shared virtual spaces and social media, single platform technology, virtual worlds (e.g., simulated science labs) and new hardware (smart phones, e-readers, tablets)</p> <p>Web 2.0 and social media complement and support heutagogical learning approach (Blaschke, L.M., 2012)</p> <p>Powerful low-cost communications (Anderson, T., 2010) including synchronous, asynchronous, or near-synchronous™ modes. Thru text, voice, video or immersive interaction modes. Communication artifacts can be stored, indexed, tagged, harvested, searched and sorted.</p> <p>Net creates a context moving us from information and content scarcity to abundance (Anderson, T., 2010). Includes early learning object repositories, Open Educational Resources, produsage production modes.</p>	<p>Hase, S. &amp; Kenyon, C. 2000</p> <p>Mejias, U. 2005</p> <p>McElroy, M. 2000</p> <p>Siemens, G., 2004</p> <p>Downes, S. 2015</p> <p>Gonzalez, C. 2004</p> <p>Siemens, G. 2004</p> <p>Calder, N. 2004</p> <p>Downes, S., 2006</p> <p>Cormier, D., 2011</p> <p>Clark, D., 2011</p> <p>Anderson, T., 2005</p> <p>Dron, J., &amp; Anderson, J., 2007</p> <p>Eberle, J., 2009</p> <p>McAuliffe, M., et al. 2008</p> <p>Blaschke, L.M., 2012</p>
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<p>(Calder, N., 2004 in ScienceWeek 2004)</p>			<p>Heutagogial approach to learning includes learner-defined learning contracts, flexible curriculum, learner - directed questions, flexible and negotiated assessment, reflective practice (learning journals, action research, formative and summative assessment). Collaborative learning (communities of practice) (Blaschke, L.M., 2012)</p>	<p>Search-engine algorithms to gather, aggregate, synthesize and filter the Net for content and communications relevant to learner (Anderson, T., 2010)</p>	
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