

Group 1 – OMDE 601 9040 – Spring 2015 – FINAL SUBMISSION

Debra Farmer, Rendani Maladzhi, Mary Lynn McPherson, Julia Da Silva-Beharry

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. (Moore & Kearsley, 2012)</p> <p>Industrial revolution led to need/desire for further education from work force. (Moore & Kearsley, 2012)</p> <p>Move toward democratization of education. (Moore & Kearsley)</p> <p>Women and indigent desired educational advancement. (Carnuth, &</p>	<p>Empathy and didactic conversations. (Moore & Kearsley, 2012)</p> <p>Learner autonomy and independence. (Moore & Kearsley, 2012)</p> <p>Self-paced vs. prescribed pacing. (Carnuth, & Caruth,2013)</p>	<p>Correspondence (postcards, letters). Distributed by postal service, train, plane, car. (Moore & Kearsley, 2012; Harper, Hermod, 1856-1906).</p> <p>Chautauqua Literary and Scientific Circle (Moore & Kearsley, 2012)</p> <p>International Correspondence Schools(Moore & Kearsley, 2012)</p> <p>Home Correspondence</p>	<p><u>Teaching and learning theories and methodologies:</u></p> <p>Assigned readings and writing assignments(Moore & Kearsley, 2012)</p> <p>Instruction sheets and examination papers. (Peters, 2004)</p> <p>Recitation papers(Carnuth, & Caruth,2013)</p> <p>Student learning either self-paced or at a prescribed pace. (Carnuth, &</p>	<p>Print (Moore & Kearsley, 2012)</p> <p>Self-instructional materials. (Carnuth, & Caruth,2013)</p> <p>Correspondence (letters, postcards). (Carnuth, & Caruth,2013)</p> <p>Radio/phonography (Peters, 2004)</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</p>



<p>Caruth,2013)</p> <p>Need for more employee and armed services training. World war survivors wished to gain/resume their educational training. (Moore & Kearsley, 2012)</p> <p>Availability of postal service, radio broadcasting. (Buck 2006 & Moore Kearsley, 2012)</p>		<p>School of Springfield (Moore & Kearsley, 2012)</p> <p>American Farmers' School(Moore & Kearsley, 2012)</p> <p>Isaac Pitman (Moore & Kearsley, 2012)</p> <p>Society to Encourage Studies at Home(Moore & Kearsley, 2012)</p> <p>Land grant universities(Moore & Kearsley, 2012)</p> <p>For-profit schools including National Home Study Council(Moore & Kearsley, 2012; Peters, 2004)</p> <p>United States Armed Forces Institute(Moore & Kearsley, 2012)</p>	<p>Caruth,2013)</p> <p>Students gained knowledge by memory notes. (Carnuth, & Caruth,2013)</p> <p><u>Role of teacher(s):</u></p> <p>Teacher considered expert; provides all information. (Caruth & Caruth, 2013)</p> <p>Educators distributed learning and assessment materials. (Caruth & Caruth, 2013)</p> <p>Evaluate and provide feedback on learner activities and assessments. ((Caruth & Caruth, 2013)</p> <p><u>Role of learner:</u></p> <p>Learner in receptive role for knowledge (from teacher). (Caruth & Caruth, 2013)</p>		<p>study at home)</p> <p>William Harper (Highly structured correspondence courses; advocated for pacing)</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</p>
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		Development of open universities (single-mode) (Caruth & Caruth, 2013)	Complete assignments and assessment activities; return to teacher. (Caruth & Caruth, 2013)		area of practice and study from traditional education) Lev Vygotsky (sociocultural theory)
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Second Wave: Systems Approach to Education

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><u>Political forces:</u></p> <p>Determination to improve the economic situation in countries. (Bates, 2011).</p> <p>Politicians publicly support push for education (Margaret Thatcher, Dalton McGuinty. (Bates, 2011).</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. (Moore &</p>	<p>Moore & Kearsley; Rumble refer to DE as a system. (Moore & Kearsley, 2012)</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 (Bates, 2011).</p> <p>Peters Principles:</p> <ul style="list-style-type: none"> • Egalitarianism • Equality of educational opportunity • Lifelong and ubiquitous learning 	<p>Early days – “London External degree) (Moore & Kearsley, 2012).</p> <p>Single-mode institutions with openness on a variety of levels and Mega Universities (Moore & Kearsley, 2012).</p> <p>Commitment to systematic scholarly activities (research and publication).</p> <p>Technologic advances provided opportunities for inter-institutional collaboration, development of professional organizations,</p>	<p>Access to course tutors, (Athabasca University in Canada) with the concept of a few teachers reaching many students. (Moore & Kearsley, 2012).</p> <p>Development of “units” to fulfill pedagogical and technical functions</p> <ul style="list-style-type: none"> • Instructional Design and Educational Technology • Computing • Student Support • Library • Distance Education (and Institutional) Research (Tait, 1996). 	<p>Partnerships with media (e.g., BBC). (Garrison, 1985)</p> <p>Teleconferencing (point to multipoint)</p> <p>Print-based packages, supplemented by radio and television. (Garrison, 1985).</p> <p>Multimedia – digital radio, satellite transmission, digital TV, printed material, audiovisual materials, audio and video cassettes, fax (Garrison, 1985).</p>	<p>Moore & Kearsley (Systems view of online learning)</p> <p>Rumble G (Systems view of online learning)</p> <p>Lord Crowther (1st Chancellor of UK OU, advocated “open” premise)</p> <p>Margaret Thatcher (supporter of UK OU despite budgetary cuts)</p> <p>Dalton McGuinty (24th Premier of Ontario, Canada)</p> <p>Nigel Paine (Open learning in transition)</p>



<p>Kearsley, 2012).</p> <p>Giving citizens an opportunity to improve their lives; second chance education. (Bates, 2011).</p> <p><u>Learner population:</u></p> <p>Highly motivated initial cohorts of students (e.g., teachers on local level). Increased number of learners post-World War II. (Bates, 2011).</p> <p><u>Evolving Technology:</u></p> <p>Ubiquitous availability of radio and TV.</p>	<ul style="list-style-type: none"> • Flexible curricula • Learner-orientation • Autonomous learning • Learning through communication and interaction (Peters, 2004) <p>Paradigm shift in the fundamental way we consider knowledge and learning:</p> <ul style="list-style-type: none"> • To teaching adults • To admitting larger numbers of students • New types of students • Mediated communication • New functions of higher education (Peters. 2004). <p>Pedagogical categories of dialogue, structure and autonomy. (Moore, 2012).</p> <p>Moore's theory of transactional distance.</p>	<p>consortia, partnerships (Miller, 2010).</p>	<p><u>Role of Teacher:</u> Teaching organized in industrialized way via systems approach. (2010). Professors conduct research, train academic staff, engage in course writing and serve as subject matter experts. (Shale, 2010).</p> <p>Professors assisted by teams including mass media experts, educational technologists, tutors, mentors, moderators, counselors, markers of tests or essays, evaluators, external course writers. (Miller, 2010).</p> <p><u>Role of Learners:</u> Learner-centric model; learner autonomy (Peters, 2004). Learners are self-directed, and engaged in active learning process.</p>		<p>Charles A. Wedemeyer (Director of Wisconsin Correspondence Study program; researched learning theory and the sociology of independent learning)</p> <p>Sir John Daniel (educational technology)</p> <p>Shale, 2010 (described single-mode institutions, AKA dedicated distance teaching institutions)</p> <p>Miller, G. E. (2010) (organizational systems of DE during 2nd wave)</p> <p>Anthony Bates (2011) (among founding faculty of UK OU)</p> <p>D. Keegan (Established the foundations of DE as a distinct and separate area of practice and</p>
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	<p>(Moore, 2012).</p> <p>Andragogy (Knowles) six principles</p> <ul style="list-style-type: none"> • Adults are internally motivated and self-directed • Adults bring life experiences and knowledge to learning experiences • Adults are goal oriented • Adults are relevancy oriented • Adults are practical • Adult learners like to be respected. <p>(Holmberg, 2004).</p> <p>Constructivism (creating meaning for the learner), (Holmberg, 2004).</p>				<p>study from traditional education)</p>
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Third 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>Increased demand for knowledge workers in post-industrial era (Bates, 1995).</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 (Kanuka & Brooks, 2010)</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</p>	<p>Constructivist approach (Bates, 1995; Anderson & Dron, 2011)</p> <p>Community of Inquiry (CoI) theory (Garrison, Anderson & Archer, 2000)</p> <p>Social constructivism Empathy approach is realized with the feeling of partnership (Vygotsky, 1978)</p> <p>Self-directedness (Garrison, 2009)</p> <p>Collaborative construction of new knowledge. (Peters, 2010)</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) (Bates, 1995)</p> <p>In the traditional venues or public universities the DE students are multiplying tremendously (Kanuka, 2001)</p> <p>Open Universities and Traditional universities (Bates, 1995; Kanuka, 2001)</p> <p>Single mode universities adapt to</p>	<p>Allows for spontaneity of response (Bates, 1995)</p> <p>Fosters community Instructor/course schedule Vygotsky, 1978)</p> <p>Self-motivated and self-starter learners; self-directed/autonomous learning (Swan, 2010)</p> <p>Interpersonal relations are entirely encouraged between learners and professors, tutors and learners-learners (Morgan, 2011)</p> <p>Individual online interaction between students and tutors as</p>	<p>Electronic nature communication (Bates, 1995).</p> <p>Web-based instruction (Shale, 2002)</p> <p>Multimedia Computer assisted instruction as well as text-based (Garrison, Anderson & Archer, 2000)</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 (Swan, 2010; Edwards, 1995;</p>	<p>(Dyrud, M. 2000) (quotes Toffler's "swirling phantasmagoria"; discussed social isolation of DE and risk of "digital diploma mills")</p> <p>Bates, T., 1995 & Kanuka, H. 2001 & Doug Shale, (technology, e-Learning, distance education)</p> <p>Garrison, Anderson, & Archer, (2000) (community of inquiry)</p> <p>Garrison (2009); Peters (2010): self-directed collaboration construct</p>



<p>decades of electronic communication (Dyrud, 2000).</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 (Swan, 2010)</p> <p>Knowledge-Centered Learning Environments: affords students an opportunity to deeply master and understand subject concepts (Bransford & Cocking, 2000; Swan, 2010)</p>	<p>(Anderson, 2003)</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 (Swan, 2010).</p>	<p>new technological forms (Bates, 1995).</p> <p>Face-to-face universities transition to dual-mode (F2F and OLL) (Bates, 1995).</p> <p>New organizational forms of education emerge (virtual schools, for profit institutions) (Swan, 2010)</p>	<p>well as student-student (Morgan, 2011)</p> <p>Connectivism student roles: explore, connect, create, evaluate (Swan, 2010; Vaughan, 2008)</p> <p>Connectivism teacher roles: critical friend, co-traveler (Swan, 2010; Vaughan, 2008)</p> <p>Constructivism student roles: discuss, create, construct (Swan, 2010; Vaughan, 2008)</p> <p>Constructivism teacher roles: discussion leader, guide on the side (Swan, 2010; Vaughan, 2008)</p> <p>Blended learning (Morgan, 2011)</p> <p>Flipped classroom model (Vaughan, 2008)</p>	<p>McGee & Green, 2008; Jenkins, 2006; Peters, 2010).</p> <p>Synchronous and asynchronous communication within web-based platform (Swan, 2010).</p>	<p>Anderson (2003) (interaction equivalency theorem)</p> <p>Morgan (2011); blended learning</p> <p>Anderson and Dron (2011) (distance education pedagogies)</p> <p>Swan (2010 (alternate way to define waves of DE)</p>
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			<p>Presence within online classroom: cognitive, social, teacher (Garrison, Anderson, & Archer, 2000)</p> <p>Triad of student-content, student-student and student-instruction interactions; potentially with unequal representation among the three (Johnson, Smagorinsky, Thompson, & Fry, 2003)</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>Distance education (E-learning is growing increasingly rapidly in the formal and informal teaching, training and learning environments (Anderson, 2010).</p> <p>Global economic volatility and uncertainty; less job certainty (Hase, S., & Kenyon, C., 2000).</p> <p>Public funding for</p>	<p>The internet is a pedagogic engine. Connectivism (Schwier, 2011). Heutagogy (Blaschke, 2012). Andragogy (Hase & Kenyon, 2000). Pedagogic change (Clark, 2011).</p> <p>Emerging trends of online learning such as capacity for powerful/low-cost communications; content abundance; information aggregation on the internet. Anderson, T., 2010.</p> <p>Specialized mode of education and Learner-Learner, training- Learner-</p>	<p>Still hanging on to classroom teaching and summative and formative assessments (Clark, 2011).</p> <p>Personal learning environments (Attwell, G., 2007).</p> <p>Institutional Implementation of Wikis in Higher Education (Anderson, 2010).</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>Open educational resources (OERs) such</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>Role of teacher in elearning: tour guide, cheerleader, learning coach, individual and group mirror, social butterfly, big brother, valve control, co-learner (Bull, B., 2013)</p> <p>Emerging technologies in distance education/affordances of the internet such as powerful/low-cost communications (Anderson, T., 2010)</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>Social Networking Tools and Web 2.0 Approaches (Anderson, 2010).</p> <p>Contemporary design and integration of learning technologies collaborative (Velestianos, G., 2010)</p> <p>Creating a culture of community in the online classroom using</p>	<p>Anderson, T., 2005, 2010</p> <p>Attwell, G., 2007.</p> <p>Calder, N. 2004</p> <p>Clark, D., 2011</p> <p>Cormier, D., 2011</p> <p>Downes, S. 2015</p> <p>Dron, J., & Anderson, J., 2007</p> <p>Eberle, J., 2009</p> <p>Gonzalez, C. 2004</p> <p>Hase, S. & Kenyon, C., 2000</p> <p>McAuliffe, M., et al. 2008</p>



<p>education decreases (Blaschke, L.M., 2012)</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., & 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>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>Pedagogy of nearness (Mejias, U., 2005)</p> <p>Complexity theory (science of complexity) (McElroy, M., 2000)</p> <p>Heutagogy (Hase, S., & Kenyon, C., 2000) – self-directed learning. Focus more on HOW to learn will be a</p>	<p>as MIT Open Courseware project and Khan Academy and Harvard’s Open Learning Initiative are making course content readily available to learners and teachers (Blaschke, L.M., 2012)</p> <p>Traditional institutions are increasing moving into blended and online education (Blaschke, L.M., 2012)</p> <p>Surge in resource sharing (e.g., libraries and tech support) (Blaschke, L.M., 2012)</p> <p>MOOCs (mass open online courses) are emerging (Cormier, D., 2011)</p>	<p>Self-motivated and self-starter learners</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., & Anderson, T., 2007)</p> <p>Connectivism operationalized through MOOCs (Siemens interview)</p> <p>Heutagogy concept of double-loop learning</p>	<p>artistic pedagogical technologies (Anderson, 2010).</p> <p>Structured dialogue embedded within emerging technologies</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 TM</p>	<p>McElroy, M. 2000</p> <p>Mejias, U. 2005</p> <p>Siemens, G., 2004</p>
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<p>Chaos is the new reality for knowledge workers (Calder, N., 2004 in ScienceWeek 2004)</p>	<p>fundamental skill given the pace of innovation</p> <p>Connectivism (Siemens, G., 2004; Downes, S., 2006) – deriving competency from forming connections</p>		<p>and self-reflection (Eberle & 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>Heutagogical 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>modes. Thru text, voice, video or immersive interaction modes.</p> <p>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>Search-engine algorithms to gather, aggregate, synthesize and filter the Net for content and communications relevant to learner (Anderson, T., 2010)</p> <p>Learning analytics (to better understand how</p>	
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				to apply technology to the online classroom) (Siemens, Schwier interview)	
				Cloud computing	

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