

Group 1 – OMDE 601 9040

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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>Women and indigent desired educational advancement.</p> <p>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>Educators distributed learning and assessment materials.</p> <p>Evaluate and provide</p>	<p>Print</p> <p>Self-instructional materials</p> <p>Correspondence (letters, postcards)</p> <p>Radio/phonography</p>	<p>Caleb Phillips</p> <p>Isaac Pitman (Phonographic Correspondence Society)</p> <p>Charles Toussaint and Gustaf Langenscheidt</p> <p>Anna Eliot Ticknor</p> <p>William Harper</p> <p>H.S. Hermod</p> <p>Otto Peters</p> <p>Borje Homberg</p> <p>George Buck</p>

		United States Armed Forces Institute	feedback on learner activities and assessments. <u>Role of learner:</u> Complete assignments and assessment activities; return to teacher		
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