

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</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> <p>Desmond Keegan</p> <p>Lev Vygotsky</p>

		United States Armed Forces Institute	<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>		
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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.</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 & 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"> • Egalitarianism • Equality of educational opportunity • Lifelong and ubiquitous learning • Flexible curricula • Learner-orientation • Autonomous learning • Learning through communication and interaction 	<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"> • Instructional Design and Educational Technology • Computing • Student Support • Library • Distance Education (and Institutional) Research <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 & Kearsley</p> <p>Rumble</p> <p>Lord Crowther</p> <p>Margaret Thatcher</p> <p>Dalton McGuinty</p> <p>Nigel Paine</p> <p>Charles A. Wedemeyer</p> <p>Hall</p> <p>John Daniel</p> <p>Michael Moore</p> <p>Shale</p> <p>Miller</p> <p>Anthony Bates</p> <p>D. Keegan</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"> • To teaching adults • To admitting larger numbers of students • New types of students • Mediated communication • New functions of higher education <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> <p>Constructivism (creating meaning for the learner)</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.</p> <p><u>Role of Learners:</u> Demographics have shifted:</p> <ul style="list-style-type: none"> • Median age 30-34 • Varied educational backgrounds • Women slightly out number men • Many "free listeners" and "free viewers" (non-degree seeking) • Full- and part-time learners <p>Learner-centric model; learner autonomy</p>		
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