

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

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 (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>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"> • 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> <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 		<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 2nd 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">• Adults are practical• Adult learners like to be respected <p>Constructivism (creating meaning for the learner)</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.</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. 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 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</p>	<p>Constructivist approach</p> <p>Connectivism and social innovation philosophies</p> <p>Constructivism pedagogy</p> <p>Community of Inquiry (Col) 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 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</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>Interpersonal relations are entirely encouraged between learners and professors, tutors and learners-learners.</p> <p>Individual online</p>	<p>Innovative Websites Modern journals 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 asynchronous communication within web-based platform.</p>	<p>Dyrud M (quotes Toffler's "swirling phantasmagoria"; discussed social isolation of DE and risk of "digital diploma mills")</p> <p>Peters (principles of adult education)</p> <p>Bates A.W, & Heather Kanuka & Doug Shale (technology, e-Learning, distance education)</p> <p>Holmberg (empathy approach to DE)</p> <p>Garrison, Anderson, & Archer (community of inquiry)</p> <p>Garrison (2009); Peters: self-directed collaboration construct</p> <p>Vaughn (blended</p>

<p>education. 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>emerge (virtual schools, for profit institutions)</p>	<p>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>Presence within online classroom: cognitive, social, teacher</p> <p>Triad of student-content, student-student and student-instruction interactions;</p>		<p>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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			potentially with unequal representation among the three.		
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