

2283 Open Distance And E Learning

Bart Rienties,Regine Hampel,Eileen Scanlon,Denise Whitelock

Distance and E-learning in Transition András Szücs,Alan Tait,Martine Vidal,Ulrich Bernath,2013-03-01 The rushed development of information and communication technologies and their impact on the world of learning in the last decade have profoundly changed the paradigms, scenarios and values at all levels of education. The professionalization of tools and practices, in addition to the consolidation of academic and practical knowledge, has been a major continuing issue throughout these years. The annual conferences of the largest European professional community in distance and e-learning have been setting the landmarks in this process. The selection from this unique knowledge pool demonstrates the deepening and consolidation of knowledge and experience. This book presents the developments in the field of open, distance and e-learning, through new technologies, methodologies and tools, which have profoundly changed the paradigms, scenarios and values at all levels of education over the last decade.

Open Distance Learning Oleg Zaikin,2022-09-30 Motivational and social aspects as interactions among teachers and students are essential for a successful educational process in an open distance learning (ODL) environment, and the goal of this book is to develop an interactive model to manage motivation between the participants of the learning process. The book deals with the important and topical problem of e-learning, closely connected with the use of modern information technologies in education. The focus is on developing an information management system for supporting the distance learning process in colleges and universities in the context of steadily expanding information technologies. On the basis of exiting standards (SCORM, etc.) as well as information systems and platforms (e.g., Moodle, etc.), the author proposes a coherent and original concept of modelling three ODL subprocesses: (1) an ontological model (how to represent the structure of didactic materials), (2) a motivation and collaboration model (how to motivate project process participants) and (3) a simulation model (how to realise the learning/project process). The proposed models constitute a theoretical formalization of a new situation in which a teacher and students are obligated to elaborate on didactic material repository content in accordance with the requirements of acquired competencies. A mathematical method based on game theory and simulation is suggested. The kind of educational system represented in the book can be used as a model of open distance learning aimed at active behaviour of students and teachers in not only the development of knowledge but also the acquiring of competencies.

Innovation in Open & Distance Learning Fred Lockwood, Anne Gooley, 2001 First Published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

Technology, Open Learning, and Distance Education Tony Bates, 1995

Supporting Students in Online, Open and Distance Learning Ormond Simpson, 2018-10-24 Recognized as the leading book on the subject, *Supporting Students in Online, Open and Distance Learning* considers the support of students either on or off-campus. Ever-greater numbers of students are studying as part of open, flexible, distance or online courses and, with the rise in numbers and expectations, so the need to offer these often-diverse students effective support is critical. Fully revised and expanded, this new edition reflects current concerns and developments in ODL. It includes increased coverage of tuition in different media, issues of student retention, structures and quality assurance, staff development, online support and computer conferencing. Practical and authoritative, the book tackles the full range of student support issues in ODL, including: *developing the most appropriate tuition techniques *social support *retention *delivering support at a distance and online *face-to-face support *learning-skills and staff development *Supporting Students in Online, Open and Distance Learning* is essential reading for all those with an interest in recruiting and teaching students in open and distance learning or e-learning situations. It will help lecturers, moderators and tutors to develop a range of skills with a focus on support, retention and student outcomes.

Open and Distance Education Theory Revisited Insung Jung, 2019-05-22 This book explores foundational theories that have been applied in open and distance education (ODE) research and refined to reflect advances in research and practice. In addition, it develops new theories emerging from recent developments in ODE. The book provides a unique and up-to-date source of information for ODE scholars and graduate students, enabling them to make sense of essential theory, research and practice in their field, and to comprehend the gaps in, and need for further enquiry into, theoretical approaches in the digital era. It also offers theory-based advice and guidelines for practitioners, helping them make and justify decisions and actions concerning the development, implementation, research and evaluation of ODE.

The Open Classroom Jo Bradley, 2005-09-29 The 'e-revolution' that has swept the higher and further education sector over the last decade is now starting to make a real impact in school level teaching and learning around the world. There is a rapidly growing interest in, and demand for open and distance learning solutions for schools, not only in terms of improving access (for example, for the children of travellers, or for those in geographically remote areas) but also in terms of improving pedagogy for more 'conventional' teaching, by offering teachers, parents and pupils greater support and access to learning materials and resources. This ground-breaking book, with contributions from around the world including the UK, US, New Zealand, Canada and India, looks at the key areas of development in this new field, provides best practice examples and inspiring case studies and will increase the awareness of the opportunities and challenges in this potentially huge field.

Policy for Open and Distance Learning H. D. Perraton, Helen Lentell, 2004

Handbook of Distance Education Michael Grahame Moore, 2013-05-07 The third edition of this award-winning Handbook continues the mission of its predecessors: to provide a comprehensive compendium of research in all aspects of distance education, arguably the most significant development in education over the past three decades. While the book deals with education that uses technology, the focus is on teaching and learning and how its management can be facilitated through technology. Key features include: Comprehensive coverage that includes all aspects of distance education, including design, instruction, management, policy, and a section on different audiences. Chapter authors frame their topic in terms of empirical research (past and present) and discuss the nature of current practice in terms of that research. Future research needs are discussed in relation to both confirmed practice and recent changes in the field. Section one provides a unique review of the theories that support distance education pedagogy. Section six includes a unique review of distance education as a component of global culture. This book will be of interest to anyone engaged in distance education at any level. It is also appropriate for corporate and government trainers and for administrators and policy makers in all these environments. Recipient of the 2013 IAP Distance Education Book Award

Distance and Blended Learning in Asia Colin Latchem, Insung Jung, 2009-07-15 Distance and Blended Learning in Asia is a unique and comprehensive overview of open, distance learning (ODL) and information and communication technology (ICT) in Asian education and training. Broad in coverage, this book critically examines ODL and ICT experiences from Japan to Turkey and from Sri Lanka to Mongolia - drawing conclusions from the successes and failures, and recommending ways in which planning, management and practice may be developed for the world's largest concentration of adult open and distance learners. This pioneering book draws on Asian theory, research and practice to identify the strengths, weaknesses and challenges in all sectors of Asian education and training. It critically and insightfully discusses the ideas, skills and practices that are necessary to advance knowledge in leadership and management, professional development, innovation and quality assurance and research and diffusion. Distance and Blended Learning in Asia provides an insightful, informative and critical review of ODL / ICT developments in schools, open schooling, colleges, universities, workplace training, professional development and non-formal adult and community education. The book is an invaluable reference for ODL / ICT professionals, educators and students anywhere in the world, and is essential reading for all of those involved in ODL / ICT in Asia.

Innovation in Open & Distance Learning Fred Lockwood, Anne Gooley, 2001

System and Technology Advancements in Distance Learning Vivek Kumar, Fuhua Lin, 2013 This book reviews distance learning programs and software systems, outlining computational methods, algorithms, implemented prototype systems, and applications of open and distance learning--Provided by publisher.

Practical and Critical Issues in Open Distance Learning Anniekie Nndowiseni Ravhudzulo, Sibusiso Ndlangamandla, 2015
In the context of developing countries, open distance learning (ODL) is a viable solution for higher education. This book maps the field of distance education and its socio-political context. It uncovers key debates surrounding learner support, and it provides practical demonstrations of e-learning and mobile technology. The diverse contributions reflect flexible, dynamic, and innovative teaching and learning approaches suitable for policy makers, curriculum developers, academics, and researchers. The book critically explores various systems, policies, and often disparate issues that govern an ODL institution. It addresses both practical and theoretical aspects of curriculum design, postgraduate student support, as well as the experiences of students with disabilities, via ODL. [Subject: Higher Education]

Supporting Students for Success in Online and Distance Education Ormond Simpson, 2012
Supporting Students for Success in Online and Distance Learning, Third Edition, provides a comprehensive overview of student support both on and off campus. While online and distance learning are the world's fastest growing areas of educational development, they have a fundamental weakness--their graduation rates, which can be lower than 20 percent. In this powerful new edition, Ormond Simpson builds on a rich history of research in distance and e-learning to show how retention rates can be improved through tested support methods, often at a net financial profit to the institutions involved. By comparing the evidence as well as the cost-effectiveness of various support tactics, this book describes how to promote student success and encourage skill-development from a number of different perspectives: definitions and purpose, theory and psychology, ethics, costs and benefits, activities, sources, media, proactive and reactive, assessment and feedback, staff development, writing support into course materials, research, quality assurance and institutional structures. This concise, practical guide is informal and jargon-free, yet its approach to evidence is rigorous, making it invaluable reading for all those interested in recruiting and teaching diverse students for successful online and distance learning.

The Open Classroom Bradley, 2004

Higher Education Through Open and Distance Learning Keith Harry, 2003

Technology, E-learning and Distance Education Tony Bates, 2015

Strategies for Sustainable Open and Distance Learning Patrick Guiton, Andrea Hope, 2006

Open World Learning Bart Rienties, Regine Hampel, Eileen Scanlon, Denise Whitelock, 2022-01-25
This book provides state-of-the-art contemporary research insights into key applications and processes in open world learning. Open world learning seeks to understand access to education, structures, and the presence of dialogue and support systems. It explores how the application of open world and educational technologies can be used to create opportunities for open and high-quality education. Presenting ground-breaking research from an award winning Leverhulme doctoral training programme, the book provides several integrated and cohesive perspectives of the affordances and limitations of open world learning. The chapters

feature a wide range of open world learning topics, ranging from theoretical and methodological discussions to empirical demonstrations of how open world learning can be effectively implemented, evaluated, and used to inform theory and practice. The book brings together a range of innovative uses of technology and practice in open world learning from 387,134 learners and educators learning and working in 136 unique learning contexts across the globe and considers the enablers and disablers of openness in learning, ethical and privacy implications, and how open world learning can be used to foster inclusive approaches to learning across educational sectors, disciplines and countries. The book is unique in exploring the complex, contradictory and multi-disciplinary nature of open world learning at an international level and will be of great interest to academics, researchers, professionals, and policy makers in the field of education technology, e-learning and digital education. The Open Access version of this book, available at www.taylorfrancis.com, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

Learning and Collaboration Technologies. Designing Learning Experiences Panayiotis Zaphiris,Andri Ioannou,2019-07-10 This two-volume set LNCS 11590 and 11591 constitutes the refereed proceedings of the 6th International Conference on Learning and Collaboration Technologies, LCT 2019, held as part of the 21st International Conference on Human-Computer Interaction, HCII 2019, in Orlando, FL, USA in July 2019. The 1274 full papers and 209 posters presented at the HCII 2019 conferences were carefully reviewed and selected from 5029 submissions. The papers cover the entire field of human-computer interaction, addressing major advances in knowledge and effective use of computers in a variety of applications areas. The papers in this volume are organized in the following topical sections: designing and evaluating learning experiences; theoretical and pedagogical approaches in technology-enhanced learning; cognitive and psychological issues in learning; and technology in STEM education.

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