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# **TEACHING AND LEARNING AT A DISTANCE**

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**Foundations of Distance Education**

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**SIXTH EDITION**

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Michael Simonson  
Sharon Smaldino  
Susan Zvacek

# Foundations Of Distance Education

**Desmond Keegan**



## **Foundations Of Distance Education:**

**Teaching and Learning at a Distance** Michael Simonson, Sharon Smaldino, Susan M. Zvacek, 2014-10-01 Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in service teachers and for training programs that discuss teaching distant learners or managing distance education systems This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education In this text we take the following themes The first theme is the definition of distance education Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing This definition is based on the work of Desmond Keegan but is unique to this book This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica The second theme of the book was the importance of research to the development of the contents of the book The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence Certainly there are rules of thumb but we have always attempted to only include recommendations that can be supported by research The third theme of Teaching and Learning at a distance is derived from Richard Clark s famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement Clark s controversial work is discussed in the book but is also fundamental to the book s advocacy for distance education in other words we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn Distance delivered instruction is not a magical approach that makes learners achieve more The fourth theme of the book is equivalency theory Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive that it should cover as much of the various ways instruction is made available to distant learners as is possible It should be a single source of information about the field

**The Foundations of Distance Education** Desmond Keegan, 1986

Teaching and Learning at a Distance Michael Simonson, Susan Zvacek, 2024-01-01 Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in service teachers and for training programs that discuss teaching distant learners or managing distance education systems This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs The teacher or trainer who uses this book will be able to design courses evaluate programs and identify issues and trends affecting the field In this text we take the following themes The first theme is the definition of distance education Before we started writing the

first edition of *Teaching and Learning at a Distance* we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan but is unique to this book and has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica. The second theme of the book is the importance of research to the development of effective courses and programs offered at a distance. The best practices presented in *Teaching and Learning at a Distance* are validated by scientific evidence. Certainly there are rules of thumb but we have always attempted to only include recommendations that can be supported by research. The third theme of *Teaching and Learning at a Distance* is derived from Richard Clark's famous quote published in the *Review of Educational Research* asserting that media are mere vehicles that do not directly influence achievement. Clark's controversial work is discussed in the book but is also fundamental to the book's advocacy for distance education. In other words, we authors do not make the claim that education delivered at a distance is inherently better than other ways people learn. Distance delivered instruction is not a magical approach that makes learners achieve more. Equivalency theory is the fourth theme of the book. Here we present the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face-to-face classroom. The final theme for *Teaching and Learning at a Distance* is the idea that the book should be comprehensive that it should cover as much of the various ways instruction is made available to distant learners as is possible. It can serve as a stand-alone source of information.

Foundations of Distance Education Desmond Keegan, 1996. Distance education and training provision has expanded greatly over the past few years. Updated in the light of recent developments in Eastern Europe, this is the bestselling introduction to the field of distance learning.

*Teaching and Learning at a Distance* Michael R. Simonson, 2003. The second edition of this leading book offers everything readers need to know in order to make the experience of the distance learner as complete and satisfying as that of the local learner. Here is concise to the point coverage of the foundations of the field and how it came to be dominated by the World Wide Web and the Internet. And here is expansive practical hands-on instruction in exactly how to do distance teaching through computer technology, videotape, or simple audio techniques. Increased coverage of online learning provides specifics on designing, delivering, and evaluating online learning in every chapter. Moreover, the authors cover such hard-to-address topics as copyright protection and plagiarism and offer treatment of multiple instructional models suitable for distance education. For distance teachers and learners.

**Teaching and Learning at a Distance** Michael R. Simonson, 2006. This book provides a research-based exploration of distance education which covers both foundations and applications. The third edition of *Teaching and Learning at a Distance*. Foundations of Distance Education now emphasizes the importance of Internet-based instruction in providing you with the basics you need to become a knowledgeable distance educator including theory and research that inform

distance learning practical skills and knowledge needed to function immediately in a distance learning environment and managerial and administrative issues that arise in the distance learning environment Inservice Teachers and Instructional Designers Trainers      **Foundations of Distance Education** Desmond Keegan,1990      Distance Education John R. Verduin, Jr.,Thomas A. Clark,1991-02-14 Distance Education gives adult educators in a range of fields from higher education to the military a comprehensive reference for developing creative nontraditional approaches to learning by using a variety of media in a wide range of settings It presents an innovative approach to distance instruction based on learning objectives

**Teaching and Learning at a Distance** Michael Simonson,Susan Zvacek,2024 Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in service teachers and for training programs that discuss teaching distant learners or managing distance education systems This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs The teacher or trainer who uses this book will be able to design courses evaluate programs and identify issues and trends affecting the field In this text we take the following themes The first theme is the definition of distance education Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing This definition is based on the work of Desmond Keegan but is unique to this book and has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica The second theme of the book is the importance of research to the development of effective courses and programs offered at a distance The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence Certainly there are rules of thumb but we have always attempted to only include recommendations that can be supported by research The third theme of Teaching and Learning at a Distance is derived from Richard Clark s famous quote published in the Review of Educational Research asserting that media are mere vehicles that do not directly influence achievement Clark s controversial work is discussed in the book but is also fundamental to the book s advocacy for distance education in other words we authors do not make the claim that education delivered at a distance is inherently better than other ways people learn Distance delivered instruction is not a magical approach that makes learners achieve more Equivalency theory is the fourth theme of the book Here we present the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive that it should cover as much of the various ways instruction is made available to distant learners as is possible It can serve as a stand alone source of information      **Foundations and Practices in the Use of Distance Education** Barry W. Birnbaum,2001 This text provides an overview of how distance education has become an important part of post secondary

education It also provides a study of how distance education has evolved from simple correspondence schools to more sophisticated settings found on college campuses A review of the necessary technologies provides the reader with a clear understanding of how it has impacted the direction higher education will take From a discussion about the development of educational policy to establishing collaborative communities of learners the book provides an in depth look at issues that colleges and universities will have to face if they are to remain competitive This book should prepare institutions of higher education for meeting the needs of students in the 21st century Speaking Personally about Distance Education Michael G. Moore,Namin Shin,2000 **Handbook of Distance Education** Michael Grahame Moore,William C. Diehl,2018-12-07 The Handbook of Distance Education 4th Edition is a comprehensive compendium of research in the field of distance education The volume is divided into four sections covering the historical and theoretical foundations of distance education attributes of teaching and learning using technology management and administration and different audiences and providers Throughout leading scholars address future research needs and directions based on current research established practices and recent changes to implementation pedagogy and policy Distance Education Lee Ayers Schlosser,Michael R. Simonson,2006 Distance Education has become a major topic of interest in the field of educational communications and technology In response to this interest the Association for Educational Communications and Technology AECT published the first edition of Distance Education Definition and Glossary of Terms in 2002 The second edition of this monograph was begun in 2005 While the definition of distance education was changed only slightly the glossary of terms was updated significantly under the supervision of Joann Flick and members of AECT s Division of Distance Learning The definition of distance education and much of the supporting narrative offered in this edition of Distance Education Definition and Glossary of Terms is based on Teaching and Learning at a Distance Foundations of Distance Education 3rd edition 2006 This information is used with permission Distance Education Charles Schlosser,Michael Simonson,2006-05-01 Distance Education has become a major topic of interest in the field of educational communications and technology In response to this interest the Association for Educational Communications and Technology AECT published the first edition of Distance Education Definition and Glossary of Terms in 2002 The second edition of this monograph was begun in 2005 While the definition of distance education was changed only slightly the glossary of terms was updated significantly under the supervision of Joann Flick and members of AECT s Division of Distance Learning The definition of distance education and much of the supporting narrative offered in this edition of Distance Education Definition and Glossary of Terms is based on Teaching and Learning at a Distance Foundations of Distance Education 3rd edition 2006 This information is used with permission *Emergence and Innovation in Digital Learning* George Veletsianos,2016-06-01 Educational systems worldwide are facing an enormous shift as a result of sociocultural political economic and technological changes The technologies and practices that have developed over the last decade have been heralded as opportunities to transform both online and traditional education systems While

proponents of these new ideas often postulate that they have the potential to address the educational problems facing both students and institutions and that they could provide an opportunity to rethink the ways that education is organized and enacted there is little evidence of emerging technologies and practices in use in online education Because researchers and practitioners interested in these possibilities often reside in various disciplines and academic departments the sharing and dissemination of their work across often rigid boundaries is a formidable task Contributors to Emergence and Innovation in Digital Learning include individuals who are shaping the future of online learning with their innovative applications and investigations on the impact of issues such as openness analytics MOOCs and social media Building on work first published in Emerging Technologies in Distance Education the contributors to this collection harness the dispersed knowledge in online education to provide a one stop locale for work on emergent approaches in the field Their conclusions will influence the adoption and success of these approaches to education and will enable researchers and practitioners to conceptualize critique and enhance their understanding of the foundations and applications of new technologies

**Handbook of Distance Education** Michael G. Moore, 2013 This work provides overviews and summaries of the research and practice of distance education in the USA It addresses such questions as how distance education is best practised at the level of the teacher as well as the administrator

**Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index** Eugene F. Provenzo, John P. Renaud, Asterie Baker Provenzo, 2009 The Encyclopedia provides an introduction to the social and cultural foundations of education The first two volumes consist of A Z entries featuring essays representing the major disciplines including philosophy history and sociology and a third volume is made up of documentary photographic and visual resources

**Innovation in Open and Distance Learning** Fred Lockwood, Anne Gooley, 2012-11-12 This volume draws together experiences in the application of technology to distributed learning It offers an appraisal of the strategies and processes for managing change in open and distance learning and presents a progressive vision for all those involved in this widespread discipline

**Foundations of Informing Science: 1999-2008** T. Grandon Gill, Eli Cohen, 2009

**Encyclopedia of the Social and Cultural Foundations of Education** Eugene F. Provenzo, Jr., 2008-10-29 More than any other field in education the social and cultural foundations of education reflect many of the conflicts tensions and forces in American society This is hardly surprising since the area focuses on issues such as race gender socioeconomic class the impact of technology on learning what it means to be educated and the role of teaching and learning in a societal context The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education With more than 400 entries the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society Key Features Provides an interdisciplinary perspective from areas such as comparative education educational anthropology educational sociology the history of education and the philosophy of education Presents

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