

# The Challenges of Distance Education and How to Overcome Them



# Education At A Distance From Issues To Practice

**PT Brinkman**



## **Education At A Distance From Issues To Practice:**

**Learner-Centered Theory and Practice in Distance Education** Thomas M. Duffy, Jamie R. Kirkley, 2003-12-08 This book examines critical issues in the design of theoretically based and pedagogically sound distance education programs It integrates theory and pedagogy with practical issues related to practitioners administrators evaluators and policy analysts

Theory and Practice of Distance Education Borje Holmberg, 2005-07-25 Distance education is practised in all parts of the world and in recent years its scope has developed enormously and rapidly It has become an intrinsic part of many national educational systems and an academic discipline in its own right Research into the area has produced a body of theory which is now being used to improve its practice This new edition of Theory and Practice of Distance Education has been thoroughly updated both by describing how practice has changed and by examining recent research in the field Like the first edition this book provides a comprehensive survey of distance education looking at it globally and discussing the different lines of thought and models used It describes the place of distance education in educational thinking its various theories principles and techniques of presentation its organization and its administration

*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

*Education at a Distance* D. Randy Garrison, Doug Shale, 1990-01-01 Going beyond the visual treatment of independent study through correspondence and a description of technology the theme of this book is independence and interaction in delivering education at a distance or improving this instruction

*Real-Life Distance Education* Anthony A. Pina, Al. P. Mizell, 2014-02-01 Real Life Distance Education Case Studies in Practice documents and discusses the experiences of those who have implemented distance learning as a solution to real life problems and provides guidance to assist readers in their understanding and analysis of distance learning This approach allows readers to develop analytic and problem solving skills The variety of different situations within the individual case studies allows readers to apply their knowledge to new and unique situations and to explore solutions to complex issues The book is useful as a primary or supplementary text in programs of educational technology instructional design learning sciences human resource development curriculum instruction media technology or higher education

*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.

*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.

**Online Distance Education** Olaf Zawacki-Richter, Terry Anderson, 2014-06-01. Online Distance Education Towards a Research Agenda offers a systematic overview of the major issues trends and areas of priority in online distance education research. In each chapter an international expert or team of experts provides an overview of one timely issue in online distance education summarizing major research on the topic discussing theoretical insights that guide the research posing questions and directions for future research and discussing the implications for distance education practice as a whole. Intended as a primary reference and guide for distance educators researchers and policymakers Online Distance Education addresses aspects of distance education practice that have often been marginalized including issues of cost and economics concerns surrounding social justice cultural bias the need for faculty professional development and the management and growth of learner communities. At once soundly empirical and thoughtfully reflective yet also forward looking and open to new approaches to online and distance teaching this text is a solid resource for researchers in a rapidly expanding discipline.

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**Electronic Learning Communities Issues and Practices** Sorel Reisman, 2003-04-01 This book focuses on electronic learning communities created through the development and use of the Internet for instruction and training The chapters focus on philosophies background reviews technologies systems tools services strategies development implementation research and guidelines for implementers and each illustrates the chapter theme with a detailed example of best practices

**Theoretical Principles of Distance Education** Desmond Keegan, 2005-08-15 According to UNESCO statistics 10 million of the world's 600 million students study at a distance Theoretical Principles of Distance Education seeks to lay solid foundations for the education of these students and for the structures within which they study As a more industrialised form of education provision distance education is well adapted to the use of new communication technologies and brings to education many of the strengths and dangers of post industrialism The central focus of the study of distance education is the placing of the student at home or at work and the justification of the abandonment in this form of education of interpersonal face to face communication previously considered to be a cultural imperative for education in both east and west This book explores the problems that distance education poses to the theorist bringing together an international team of distance educators to address these issues for the first time in a systematic way The team comprises theoreticians administrators experts in educational technology and adult education experts in learning from video machines from computers and other forms of technology Contributions from Italy and Scandinavia contrast with viewpoints provided by scholars from the US Canada Australia and the UK

*Cases on Professional Distance Education Degree Programs and Practices: Successes, Challenges, and Issues* Sullivan, Kirk P.H., 2013-08-31 Although internet technologies have transformed the concept of professional development by providing the opportunity for virtual learning environments in a non traditional setting the implementation of professional distance education programs still poses a challenge Cases on Professional Distance Education Degree Programs and Practices Successes Challenges and Issues examines the best practices for executing technology applications and the utilization of distance education techniques This publication will serve as a

reference for academics and instructors coordinating distance education programs initiating distance education courses and implementing such programs for those earning professional degrees *Trends and Issues in Distance Education 2nd Edition* Lya Visser, Yusra Laila Visser, Ray Amirault, Michael Simonson, 2012-07-01 Over the last decade the field of distance education and e learning has substantially strengthened and assumed a more international scope There has been an impressive growth in the conceptual empirical and experiential foundations of the field *Trends and Issues in Distance Education International Perspectives 2nd Ed* captures a representative snapshot of the breadth of current global trends and issues in distance education theory research and practice Through 21 chapters from over 30 international authors the book documents new developments in distance education scholarship and practice presenting a diverse set of viewpoints on the trends and issues affecting this increasingly central discipline The book is for researchers practitioners and students Chapters speak to the many creative ways in which distance education addresses learning and human development needs around the world They focus on distance education in dissimilar settings that extend beyond the limitations of the dominating paradigms of the highly developed economies Contributing authors touch upon conceptual as well as practical issues They critically reflect on both large and small scale distance education initiatives discussing the use of everything from the most advanced technologies e g 3 D computing to the most rudimentary technologies e g wind up radios **Speaking Personally about Distance Education** Michael G. Moore, Namin Shin, 2000 *Handbook of Research for Educational Communications and Technology* David Jonassen, Marcy Driscoll, 2003-12-08 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company *Handbook of Research on Educational Communications and Technology* David H. Jonassen, 2004 This edition of this handbook updates and expands its review of the research theory issues and methodology that constitute the field of educational communications and technology Organized into seven sectors it profiles and integrates the following elements of this rapidly changing field Reforming Open and Distance Education Terry Evans, Daryl Nation, 2013-12-19 This volume contains a collection of critical reflections by teachers and administrators in open and distance education They highlight educational problems and issues of a more general nature caused by the increased use of distance education within conventional higher education institutions Distance Education Barry Donald Willis, 1994 Geographies of Practice Transfer Judith Wiemann, 2022-04-13 Employing a practice theoretical approach this study centers on how German multinational enterprises transfer three selected production related training practices to their subsidiaries in emerging economies onboarding of new employees shop floor inducting of machine operators and German style dual apprenticeship training for specialized technicians Empirical findings are drawn from three research regions Greater Shanghai Area China Metropolitan Areas Mumbai Pune Bangalore India and Central Mexico Mexico In doing so this study contributes to debates about the internationalization of multinational enterprises conceptualizing internationalization through the lens of practice transfer Practice transfer is still an understudied phenomenon in economic geography while international business studies

have a long standing research interest in this area This study provides a bridge between these two disciplinary fields connecting debates in economic geography on proximity distance and knowledge transfer with organization studies based research in international business studies all the while providing a unique new perspective by developing a practice theoretical approach to explain practice transfer across distance and between territories *Flexible Pedagogy, Flexible Practice* Elizabeth J. Burge,Chère Campbell Gibson,Terry Gibson,2011 Flexibility has become a watchword in modern education but its implementation is by no means a straightforward matter Flexible and Distance Learning in Higher Education sheds light on the often taken for granted assumptions that inform daily practice and examines the institutional dynamics that help and hinder efforts toward flexibility Contributors to the volume were asked to reflect critically on a series of questions including What precisely is flexible learning Who or what is driving the flexibility agenda and for whose benefit And who or what is resisting it What challenges must be overcome in order to achieve flexibility and what are some of the compromises it can entail International in scope with authors from North America the United Kingdom Australia and New Zealand South Africa Singapore and Japan Flexible and Distance Learning in Higher Education offers a wealth of theoretical insights and practical experience that will be invaluable to anyone seeking to extend the reach of higher education



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nov 4 2015 glissant edouard edouard glissant was born in saint marie martinique in 1928 to a family of five children his father was working as an agricultural manager or g reur d habitation 1 and directly exposed the young edward to the colonial reality



*Édouard glissant author of poetics of relation goodreads* - Feb 12 2023

feb 3 2011 poetry philosophy edit data Édouard glissant was a french writer poet philosopher and literary critic from martinique he is widely recognised as one of the most influential figures in caribbean thought and cultural commentary

*Édouard glissant wikipedia* - Mar 01 2022

Édouard glissant 21 september 1928 in bezaudin martinique 3 februar 2011 in paris war ein französischer schriftsteller dichter und philosoph er gilt als bedeutender autor der französischsprachigen karibik und als einer der intellektuellen vordenker zu fragen postkolonialer identität und kulturtheorie 1 inhaltsverzeichnis 1 biographie

*poetics of relation monoskop* - May 03 2022

discourses in glissant s work agents has resonance in every day language agents de presse etc but also carries overtones of political agency Éclat and éclater the verb is frequently repeated throughout glissant s poetry and prose Éclat in the case of agents d éclat has a somewhat pejorative sense it is the

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Édouard glissant Édouard glissant 21 september 1928 3 february 2011 1 was a french writer poet philosopher and literary critic from martinique he is widely recognised as one of the most influential figures in caribbean thought and cultural commentary and francophone literature 1

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feb 13 2011 edouard glissant who has died aged 82 was one of the most important writers of the french caribbean his novels with their combination of textual complexity and emotional intensity first

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sep 17 2023 Édouard glissant french speaking west indian poet and novelist who belonged to the literary africanism movement glissant was a disciple and fellow countryman of the poet aimé césaire who founded the negritude movement to promote an african culture free of all colonial influences

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welcome to the library of glissant studies logs this collaborative open access project aims to collect and make works by and on martinican author Édouard glissant 1928 2011 widely accessible

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mathieu Édouard glissant né le 21 septembre 1928 à sainte marie en martinique et mort le 3 février 2011 à paris 15e est un

romancier poète et philosophe français il obtient le prix renaudot en 1958 pour son roman la lézarde

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edouard glissant 1928 2011 was a martinican poet novelist and theorist he is especially known for his poetics of relation an exploration of relational belonging as a decolonial poetic intervention

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dec 12 2020 patrick chamoiseau l œuvre d edouard glissant nous donne la clé du monde contemporain la 1ère 21 septembre

2015 sylvie séma glissant nos imaginaires traversants dans la revue l insatiable aubervilliers en archipels artistes habitants

2018 entretien avec juliette Éloi blézès à propos de son livre de la lézarde à ormerod

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in this book french caribbean writer and philosopher Édouard glissant turns the concrete particulars of caribbean reality into a complex vision of a world in transformation he sees the islands of the antilles as enduring as invalid suffering imposed by history yet also as a place whose unique interactions will one day produce an emerging

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abstract description of output Édouard glissant was a leading voice in debates centering on the postcolonial condition and on the present and future of globalisation prolific as both a theorist and a literary author glissant started his career as a contemporary of frantz fanon in the early days of francophone postcolonial thought

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Édouard glissant 1928 2011 was one of the most influential postcolonial theorists novelists playwrights and poets not only in the caribbean but also in contemporary french letters he has twice been a finalist for the nobel prize in literature as well as the recipient of the prix renaudot and the prix charles veillon in france

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edouard glissant 1928 2011 est un écrivain et philosophe martiniquais sa jeunesse est marquée par un engagement militant pour la libération des colonies et d un intérêt pour le mouvement surréaliste en 1946 il s installe à paris afin de suivre des

études de philosophie à la sorbonne et d ethnographie au musée de l homme

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