

OMDE 601 9041 GROUP 2

**James Reinhardt, Julius Uwansc, Colleen McCallister, Zone Mdledle, Dhaya Sewduth, & Sindle Ngubane-Mokiwa
3.1.2015**

The Development Waves of Distance Education

FIRST WAVE OF DISTANCE EDUCATION DEVELOPMENT (1840s- 1970s)

1) Larger Context (economics/ politics/ societal values and pressures/ government policies/ technological advances)	2) Theories/ Ways of Understanding	3) Institutional and Organizational Developments/ System	4) Teaching/ Learning Methodologies (role of teacher/role of learner)	5) Predominant Technologies	6) Key Authors
<p>The Industrialized societies identified the need to expand education broadly.</p> <p>Division of labour</p> <p>Lack of resources may have prevented equal access for all.</p> <p>Upward social mobility (the class system).</p> <p>Geographical differences / conflicts / discrimination /</p>	<p>Behaviourist Theories- Provide the stimulus and learners would adopt the practice and thereby change behaviour</p> <p>Positivism.</p> <p>Constructivist approach.</p> <p>Focus on independent learning.</p> <p>Industrialized model.</p>	<p>Government helped to drive processes.</p> <p>Centralization issues.</p> <p>Access for citizens.</p> <p>Demand driven by the citizens.</p> <p>Correspondence Schools were set up to address the challenge of missing school during world wars (Haughey, 2010).</p>	<p>Separation between teacher and learner.</p> <p>Physical separation.</p> <p>Time separation.</p> <p>Social separation.</p> <p>Learners merely had to consume the information provided.</p> <p>Individual study.</p> <p>Learn from previous experiences.</p> <p>Individualized ability to study the</p>	<p>Largely print based.</p> <p>Industrialization brought with it developments in printing technologies.</p> <p>Mass production of information via emerging print industry.</p> <p>Learn through: reading</p>	<p><u>PIONEERS:</u></p> <p>Caleb Phillips (1728)</p> <p>A.E. Tickner</p> <p>W. Harper</p> <p>H.S. Hermod</p> <p>C. Wedemeyer</p> <p>Charles Toussaint</p> <p>Thomas J. Forester</p> <p><u>AUTHORS:</u></p>

<p>marginalization could have denied access to some in certain societies.</p> <p>Gender discrimination in some societies meant that female students could not attend public or private schooling.</p> <p>World wars also took the focus away from public schooling and caused massive lag in education during warring years.</p> <p>Access to education became an overriding concern in many countries.</p> <p>Combine study and work.</p> <p>Minimize costs of education.</p> <p>Home study as referred to by for profit organisations and “independent study” as referred by universities (Moore & Kearsley, 2012 p. 23).</p>	<p>Empathy approach & didactic conversation was the presentation of the course subject in a conversational style (Holmberg, 2005, p.23).</p> <p>Rustin Approach: revolves around the creation and handing out self-instructional material (Holmberg, 2005, p. 14).</p> <p>Harper believed in more structured and paced courses (Holmberg, 2005, p. 16).</p> <p>Hermod believed in the freedom of the student to study as it suited them (Holmberg, 2005, p. 16).</p>	<p>University of London (1836) (Holmberg, 2005, p. 14).</p> <p>University of Chicago (1892) (Holmberg, 2005, p. 15).</p> <p>International Correspondence Schools (ICS) in Scranton, PA later became the Harcourt Learning Direct (Holmberg, 2005, p. 16).</p> <p>University of Queensland (Holmberg, 2005, p. 16).</p>	<p>materials.</p> <p>Supervised correspondence education for primary and secondary students and began in Australia in the early 20th century (Holmberg, 2005, p. 16).</p>		<p>G.B. Childs O . Peters J.S. Daniels R. M. Delling WA Dinsdale G. Gadden B. Holmberg D. Keegan</p>
---	--	--	---	--	--

<p>Giving access to those unprovided for otherwise.</p> <p>Societal imperatives (e.g. South Africa meant barring / exclusion of people of colour to higher education or confined to "bush colleges" - so only access was to Unisa - a DE institution</p>					
--	--	--	--	--	--

References

- Haughey, M. (2010). Teaching and learning in distance education before the digital age. In M.F. Cleveland-Innes & Garrison, *An introduction to distance education: Understanding teaching and learning in a new era* (pp. 46-66). New York, NY and London, England: Routledge
- Holmberg, B. (2005). *The evolution, principles, and practices of distance education* (pp. 13-36). Oldenburg, Germany: BIS-Verlag der Carl Ossietsky Universität Oldenburg. Retrieved from <http://www.box.com/shared/y97qyc7m0t>
- Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Belmont, CA: Wadsworth.
- Peters, O. (2010). The revolutionary impact of distance education. In O. Peters, *Distance education in transition: Developments and issues* (5th edition) (pp.43-56). Oldenburg, Germany: BIS-Verlag der Carl von Ossietsky Universität Oldenburg. Retrieved from <http://www.box/s/ktx7ipccetotqrr11mct>

SECOND WAVE OF DEVELOPMENT (1960-1990)

Systems Approach to Distance Education

James Reinhardt, Julius Uwansc, Colleen McCallister, Zone Mdledle, Dhaya Sewduth, & Sindle Ngubane-Mokiwa
3.15.2015

1) Larger Context (economics/ politics/ societal values and pressures/ government policies/ technological advances)	2) Theories/ Ways of Understanding	3) Institutional and Organizational Developments/ System	4) Teaching/ Learning Methodologies role of teacher/role of learner	5) Predominant Technologies	6)Key Authors
<p>Post industrialization</p> <p>Systems were needed to support student learning.</p> <p>Need for a model to handle numerous decisions that are in line with university policies (Haughey 2010).</p> <p>Quality assurance of course design and development processes.</p> <p>Enhance student learning and interaction.</p> <p>“Open education movement” Haughey (2010, p. 33).</p> <p>The development of the Open</p>	<p>Andragogy - a theory developed for the adult learner with 6 assumptions outlined by Knowles: a need to know, self- concept, a readiness to learn, an orientation to learn, and motivation (Knowles, Holton, & Swanson, 2005, p.64-69) .</p> <p>Theory of Transactional Distance - DE students and administrators need to overcome a distance in understanding and geography.</p> <p>3 components:</p>	<p>Design of open universities, “inability to come to terms with the consistent combined approach of face to face”, Shale (2010)</p> <p>British Open University established. http://www.open.ac.uk/research/projects/historyofou/ (2015).</p> <p>“Schools of the air came into being to broadcast K-12 educational programs “ Moore & Kearsley (2012, p.29).</p> <p>Single mode universities is an institution where distance education is the sole focus n (Moore & Kearsley, 2012, p. 4)</p>	<p>University administrators become involved in course design and quality assurance.</p> <p>Division of labour described by Peters (2010) where roles were defined in terms of faculty and staff.</p> <p>Learner support system in the OU UK model - Student - instructor dialogue with the tutor playing an important role to help develop a community of learners (Cleveland-Innes & Garrison, 2010, p. 57-58)</p>	<p>Printed material</p> <p>Radio.</p> <p>Television.</p> <p>Audio cassettes</p> <p>Videoconferencing.</p> <p>Teleconferencing.</p> <p>Post or mail.</p> <p>Satellite technology.</p>	<p>Margaret Haughey</p> <p>Michael Moore</p> <p>Greg Kearsley</p> <p>Otto Peters</p> <p>Gary Miller</p> <p>Alan Tait</p> <p>Malcolm Knowles</p> <p>Tony Bates</p> <p>Albert Sangra</p> <p>Borje Holmberg</p>

<p>University coupled with industrialization drove people to embark on studies of their choice (Cleveland-Innes & Garrison, 2010, p. 33).</p> <p>Mass Education</p> <p>Britain's Open University with the intention of delivering high quality, low-cost off campus education.(Bates & Sangra, 2011; Moore & Kearsley, 2012).</p> <p>Political push for educational development of citizens at a distance</p> <p>Opportunities for development of professional, scholarly literature for principles and strategies in DE and traditional education. (2012, p. 62-66).</p> <p>Education/Learning centers with private and part-time tutors, TV, radio, printed materials and books. (Cleveland-Innes & Garrison, 2010).</p> <p>Distance Education programs and universities continue to struggle to gain esteem in higher education circles (Cleveland-Innes & Garrison, 2010, p. 101).</p>	<p>dialogue, structure, and learner autonomy (Reyes, 2013, p.44).</p> <p>Guided Didactic Model - Guided two-way communication to inspire self-learning and student motivation (Moore & Kearsley, 2012, p. 210).</p> <p>Behaviorist theory - Teacher has control, material is highly structured, and interaction is based on assessment of student mastery (Moore & Kearsley, 2012, p. 213).</p> <p>Constructivist approach- The way students learn is cognitively constructed. Student responsible for constructing meaning and being active in communication to gain knowledge (Moore & Kearsley, 2012, p. 215).</p> <p>Systems Approach- The systems to allow for more coordination and quality assurance.</p>	<p>Resistance from Conventional universities</p> <p>Community colleges, in particular, created new DE course using public television: the telecourse (Cleveland-Innes & Garrison, 2010, p.30-31).</p> <p>External studies are a semi-independent body still worked in conjunction with a host university. The host university had final say on the courses offered from the external studies unit (Cleveland-Innes & Garrison, 2010, p. 92-93).</p> <p>Open learning institutions began collaborations to share courses and course materials. An example includes the International University Consortium (Cleveland-Innes & Garrison, 2010, p. 34).</p> <p>Free delivery of education.</p> <p>Open University United Kingdom (1969) (Haughey, 2010, p.50).</p>	<p>Asynchronous/ synchronous methodologies</p> <p>Personal and Self-improvement effort in studies.</p> <p>Autonomous Learning</p> <p>Seminars, Conferences</p>		<p>Doug Shale</p> <p>David Jonassen</p> <p>Mark Davidson</p> <p>Mauri Collins</p> <p>John Campbell</p> <p>Brenda Bannan Haag</p> <p>Martha Cleveland-Innes</p> <p>Randy Garrison</p>
--	--	---	--	--	--

	<p>Moore and Kearsley (2012) claim "...a total systems approach, designers try to use a rich combination of all the media, delivered by the most convenient technologies, so that the learners benefit from the pedagogical strengths of each of them" (p. 72).</p>				
--	---	--	--	--	--

References

- Bullen, M. (1995). Andragogy and university distance education. Paper presented to the 17th conference on the *International Council for Open and Distance Education*, Birmingham, UK. Retrieved from <https://app.box.com/s/ap4nq2zf1jujkyo65pz0>
- Haughey, M. (2010). Teaching and learning in distance education before the digital age. In M.F. Cleveland-Innes & Garrison, An introduction to distance education: Understanding teaching and learning in a new era (pp. 46-66). New York, NY and London, England: Routledge
- Knowles, M.S., Holton, E.F., & Swanson, R.A. (2005). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Amsterdam: Routledge. Retrieved from <http://eds.b.ebscohost.com.ezproxy.umuc.edu/eds/ebookviewer/ebook/bmxlYmtfXzEzMDA5OV9fQU41?sid=803a2cf7-c832-4745-ab9c-441cddcf2aa8@sessionmgr115&vid=1&format=EB&rid=1>
- Moore, M. G., & Kearsley, G. (2012). *Distance Education: A Systems View of Online Learning*. [Kindle DX version]. Available from Amazon.com
- Miller, G. E. (2010). Organization and technology of distance education. In M. F. Cleveland-Innes & D. R. Garrison (Eds.), An introduction to distance education: Understanding teaching and learning in a new era (pp. 26-45). New York & London: Routledge.

- Peters, O. (2010). The revolutionary impact of distance education. In O. Peters (5th ed.), *Distance education in transition: Developments and issues* (pp.43-56). Oldenburg, Germany: BIS-Verlag der Carl von Ossietzky Universität Oldenburg. Retrieved from <https://app.box.com/s/ktx7ipccetotqrr11mct>
- Reyes, J. (2013). Transactional distance theory: Is it here to stay?. *Distance Learning*, 10(3), 43-50. Retrieved from <http://www.infoagepub.com/>