

Distance Education Delivery

Carol Wright

Pennsylvania State University, USA

INTRODUCTION

The term distance education is used to describe educational initiatives designed to compensate for and diminish distance in geography or distance in time. The introduction of technology to distance education has fundamentally changed the delivery, scope, expectations, and potential of distance education practices. Distance education programs are offered at all levels, including primary, secondary, higher, and professional education. The earliest antecedents of distance education at all levels are found worldwide in programs described most commonly as correspondence study, a print-dependent approach prolific in geographic areas where distance was a formidable obstacle to education. As each new technology over the last century became more commonly available, it was adopted by educational practitioners eager to improve communication and remove barriers between students and teachers.

BACKGROUND

Each developmental stage of technology incorporated elements of the old technology while pursuing new ones. Thus, early use of technology involved telephone, television, radio, audiotape, videotape, and primitive applications of computer-assisted learning to supplement print materials. The next iteration of distance education technologies, facilitating interactive conferencing capabilities, included teleconferencing, audioteleconferencing, and audiographic communication. Rapid adoption of the Internet and electronic communication has supported enhanced interactivity for both independent and collaborative work, access to dynamic databases, and the ability for students to create as well as assimilate knowledge. The rapid and pervasive incorporation of technology into all levels of education has been to a significant degree led by those involved in distance education. Virtual universities have evolved world-

wide to offer comprehensive degrees. Yet, the technological advances are a threat to those who find themselves on the wrong side of the digital divide.

As distance delivery programs have increasingly incorporated technology, the term distance education has been used to distinguish them from more traditional, non-technology-based correspondence programs. As traditional resident higher education programs have adopted many of the technologies first introduced in distance education programs, the strong divisions between distance and resident programs have become increasingly blurred and have resulted in growing respect for distance education programs. In postsecondary education, technology-based distance education has gradually evolved into a profitable and attractive venture for corporations, creating strong competition for academic institutions. The involvement of the for-profit sector in the delivery of technical, professional, and academic degrees and certificates has, in turn, been a driving force in the renewed discussion of perennial higher education academic issues such as the nature of the learning and teaching experience; educational assessment; academic and professional accreditation; the delivery of student support services such as libraries, computing, and counseling services; and faculty issues such as promotion and tenure, workload, and compensation.

DISTANCE EDUCATION APPLICATIONS

In the primary and secondary environment, distance education is a successful solution for resource sharing for school districts unable to support specialized subject areas, students with mental or physical disabilities who are temporarily or permanently homebound, students with difficulties in a traditional classroom environment, repeat students in summer-school classes, advanced-placement students who

are able to access college-level programs, adults seeking to complete GED requirements, and the increasing numbers of families who choose a home-schooling option.

In the college and university environment, distance education is an attractive option for adult and nontraditional students, students who need to be away from campus for a semester, or those who have difficulties scheduling required courses in resident programs. Distance education delivery options have become a common dimension of almost all traditional institutions. For-profit entities are becoming a dominant force in the distance education arena as education evolves into a commodity, especially for advanced professional education and training, because of their ability to target the marketplace. With the certain need for continuing education and training across government, industry, business, higher education, and health care; the increasing affordability of technologies; and the growing demand for “just-in-time,” on-demand delivery, distance education promises to be the answer for those who want and need the learning experience and necessary content delivered to their desktops at home or at their place of employment.

TECHNOLOGIES SUPPORTING DISTANCE LEARNING

Distance technologies involve transmitting combinations of voice, video, and data. The amount of bandwidth available determines the transmission capacity. More expensive, large-bandwidth systems include microwave signals, fiber optics, or wireless systems. Advanced distance education technologies include network infrastructures, real-time protocols, broadband and wireless communication tools, multimedia-streaming technology, distributed systems, mobile systems, multimedia-synchronization tools, intelligent tutoring, individualized distance learning, automatic FAQ (frequently asked question) reply methods, and copyright-protection and authentication mechanisms.

The network architecture determines the extent and flexibility of delivery. Discrete systems for Web support, course postings, course delivery, collaboration, discussion, and student support services are being replaced by Web-based learning-management

or course-management systems that fully integrate all dimensions of the teaching-learning experience. These systems are supported by a network of networks that include hardware, software applications, and licensing; they connect intranets and off-campus, regional, national, and international networks. Wireless networks are rapidly expanding on multiple levels, including smaller personal-area networks with increased speed, wireless local-area networks (WLANS/WiFi) that serve confined spaces such as office buildings or libraries, metropolitan-area networks (WMANs) that connect buildings over a broader geographic area, and third-generation wireless cellular voice infrastructure that can transmit data. Internet 2 is a consortium of 206 universities in partnership with industry and government to develop and deploy advanced network applications and technologies, and it is a primary factor in the implementation of technological advances in distance and higher education. Another initiative, National LambdaRail (NLR), is composed of U.S. research universities and private-sector technology companies to provide a national-scale infrastructure for research and experimentation in next-generation networking technologies and applications, and to solve challenges of network architecture, end-to-end performance, and scaling.

Distance education delivery systems are commonly divided into two broad types: synchronous or asynchronous. Synchronous delivery requires that all participants—students, teachers, and facilitators—be connected at the same time with the ability to interact, transmit messages, and respond simultaneously. Online chat, interactive audio, or videoconferencing provide real-time interaction. The requirement that all participants come together at the same time, however, increases time constraints and decreases individual flexibility. Asynchronous delivery defines the anytime, anywhere experience where all participants work independently at times convenient to them, and it includes methods such as online discussion boards, e-mail, and video programming. The absence of immediate interaction with the teacher or other students is often criticized because of the isolation of participants, but this is acceptable for certain content areas and for adult or self-motivated learners. Sophisticated course design often seeks to integrate elements of both synchronous and asynchronous methods to meet individual needs and

5 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/distance-education-delivery/17249

Related Content

Introduction to Multicast Technology

Gabor Hosszu (2002). *Multimedia Networking: Technology, Management and Applications* (pp. 369-411).
www.irma-international.org/chapter/introduction-multicast-technology/27041

QoS Routing for Multimedia Communication over Wireless Mobile Ad Hoc Networks: A Survey

Dimitris N. Kanellopoulos (2017). *International Journal of Multimedia Data Engineering and Management* (pp. 42-71).
www.irma-international.org/article/qos-routing-for-multimedia-communication-over-wireless-mobile-ad-hoc-networks/176640

Interactive Architecture

(2011). *Interactive Textures for Architecture and Landscaping: Digital Elements and Technologies* (pp. 128-141).
www.irma-international.org/chapter/interactive-architecture/47243

Exploring Different Optimization Techniques for an External Multimedia Meta-Search Engine

Kai Schlegel, Florian Stegmaier, Sebastian Bayerl, Harald Kosch and Mario Döller (2012). *International Journal of Multimedia Data Engineering and Management* (pp. 31-51).
www.irma-international.org/article/exploring-different-optimization-techniques-external/75455

"The More I Write...The More My Mind Evolves Into Something Outstanding": Composing Identities with Social Media Tools

Mary Beth Hines, Jennifer M. Conner-Zachocki and Becky Rupert (2018). *Digital Multimedia: Concepts, Methodologies, Tools, and Applications* (pp. 333-347).
www.irma-international.org/chapter/the-more-i-writethe-more-my-mind-evolves-into-something-outstanding/189481