

The Role of Distance Education in Global Education

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INTRODUCTION

Distance education mainly serves learners who cannot attend the face-to-face courses or programs for one or another reason (Ekmekçi, 2015). Learners stay at home or office and follow the course, do the assignments, and interact with each other and the teacher via the Internet (Ekmekçi, 2015). Distance education contributes to a large portion of the population has access to education and represents a possibility of meeting the new formative demands arising apace, with the adoption of a teaching format that is not restricted to classroom activities and mainly due to its low cost and its high degree of flexibility enables the approximation of the long distances and the democratization of access to education for learners seeking the better use of time, compatibility, and flexibility of schedules, geographic independence, among other learners (Rodrigues, Affonso, Quinelato, & Montiel, 2014).

Lifelong learning and knowledge management are practically directed at employment, career opportunities toward continuing professional education for both employed and unemployed people (Kasemsap, 2016a). Distance education develops in the field of technical education, which is connected with the characteristics of the educational material of humanities disciplines, difficult to formalize and, secondly, with the greater competence of pedagogic staff of technical education in the utilization of new information and communication technology (ICT) and modern software (Nurmukhametov, Temirova, & Bekzhanova, 2015). Distance education course formats can alter the

modes of information exchange and interpersonal interaction related to traditional course formats (Mackey & Freyberg, 2010). There has been an explosive growth in distance education which is rapidly transforming the traditional learning habits with the more recent ones utilizing the latest educational technology (Paksoy, 2015).

This article aims to bridge the gap in the literature on the thorough literature consolidation of distance education. The extensive literature of distance education provides a contribution to practitioners and researchers by describing the current issues and approaches in distance education to appeal to the different segments of distance education in global education.

BACKGROUND

For the last twenty years, many universities and educational institutions tried to find the new ways and methods in order to effectively utilize the Internet-based technologies in teaching and learning through the distance education initiatives (Altunisik, 2013). The increasing educational demand, time limitations, and geographical obstacles practically increase the demand of distance education (Ilgaz & Askar, 2013). With the development of Internet technologies, online distance education is becoming an important format for teaching, learning, and instruction (Li, 2007). Internet technologies are realized that they can employ in the training system and they are recognized as the educational facilitator in the distance education (Çelik, Ferikoglu, Kiraz, Albayrak, &

Ekiz, 2013). Distance education, having arisen at the end of the 20th century, enters the 21 century as one of the most effective systems of learners' training (Lenar, Artur, Ullubi, & Nailya, 2014).

Education in the 21st century requires the implementation of innovation in the teaching technology (Malganova & Rahkimova, 2015). In parallel with the recent developments, education has initiated to utilize the Internet media (Çelik et al., 2013). Distance education exploits the Internet intended for course supply for the students and educators in the different locations (Paksoy, 2015). Learners electronically interconnect with the educators in global education (Sims, Dobb, & Hand, 2002). Regarding distance education, course content can be presented through the recorded lectures, slide presentations, text-based documents, interactive online activities of various forms, audio files, video files, pod casts, wikis, live chat sessions, online discussions, live online presentations, videoconferencing, and other methods. Video cases can capture the complexity of the classroom context and provide the efficient way to expose the learners to the authenticity of the classroom (Bayram, 2013).

The emergence of worldwide communications networks and powerful computer technologies has redefined the concept of distance learning and the delivery of engineering education content (Bourne, Harris, & Mayadas, 2005). Distance education continues to have a significant impact on higher education (Hollis & Madill, 2006). With pressures to increase the access to higher education, colleges and universities have focused on increasing the number of online courses and educational programs offered (Meyer, 2014). Distance education can overcome the barriers to the learning (e.g., time limitation and geographical location) and provide the online communities of practice in circumstances where different factors make it difficult (Siri & Rui, 2015).

Distance education, with its growing availability and reduced intrinsic costs, becomes more prevalent in global education (Buxton &

De Muth, 2013). Distance education technologies are considered as the major factors promoting the development of network interaction for the educational institutions (Mozhaeva, 2014). Distance education is developed in order to meet the needs of learners who cannot participate in the face-to-face classes (Beldarrain, 2006). Many distance education courses have been created and disseminated by using the Internet or similar network systems in support of pedagogical communication concerning technical improvement to the undergraduate and postgraduate students (Rodrigues et al., 2014).

Distance education has been recognized as an effective pedagogical method and tool, and is broadly integrated into various types of teaching and learning strategies in higher education (Park, 2011). Regarding distance education, digital libraries comprise digital collections, services, and infrastructure to educationally support the lifelong learning, research, and conservation of the recorded knowledge (Kasemsap, 2016b). Continuing professional development is the training and education that continues throughout an individual's career in order to improve the skills and knowledge (Kasemsap, 2017a). Educational computer games can motivate students to develop the basic competencies and encourage challenging themselves to be better and learn the additional knowledge related to the important tasks (Kasemsap, 2017b).

Advances in multimedia and Internet technologies have generated the explosive growth in distance education (Hay, Peltier, & Drago, 2004). Online activities and educational tools (e.g., multimedia and discussion boards) increase the emotional engagement in distance education (Sun & Rueda, 2012). The Internet and multimedia, including the non-linear integration of video, audio, text, and graphics can provide the rich environment for case studies which promote the mental construction of knowledge toward integrating the modern technology into the curriculum (Cannings & Talley, 2002). Multimedia,

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