

Chapter 12

Delivering Instruction to the Distance Learner

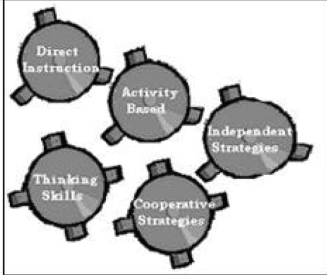
Learning Objectives. During the 1960s and 1970s, a number of alternatives to traditional higher education developed in the United States as a direct result of numerous social upheavals. National trends that included the rapidly rising costs of traditional education, curiosity with informal and nontraditional education, increasingly mobile populations, growth of career-oriented predilection, the quickening pace of new technologies (and, therefore, the need for learning new skills), and general public dissatisfaction with educational institutions brought about a mounting interest in distance learning.

This chapter is the culmination of Part V of this text and deals with state-of-the-art alternatives for teaching at a distance. The organization of the chapter parallels the previous examinations of traditional and adult learning and encourages the reader to:

- Identify the Pillars of Education related to the distance learner
- Consider effective principles and practices of teaching the distance learner
- Recognize common learning styles found in the distance classroom
- Become familiar with the variety of teaching and learning strategies appropriate for the distance learner
- Become familiar with the methodologies for designing instruction for the distance learner

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Figure 1. Distance lesson plan template (focus on delivery)

	
Focus on Delivery	
Document the development of this lesson using the distance learner instructional design Kemp Model to ensure that the lesson plan includes these elements:	
<input type="checkbox"/> Define the instructional problems <input type="checkbox"/> Describe learner characteristics <input type="checkbox"/> Conduct a task analysis <input type="checkbox"/> Develop the instructional objectives <input type="checkbox"/> Sequence the content to be delivered <input type="checkbox"/> Design the instructional strategies <input type="checkbox"/> Integrate the resources <input type="checkbox"/> Deliver the instruction <input type="checkbox"/> Evaluate the instruction	
Identify the instructional teaching strategy to be used in this lesson:	
<input type="checkbox"/> Direct Instruction (approximate time): <input type="checkbox"/> Activity-based Instruction (approximate time): <input type="checkbox"/> Independent strategies instruction (approximate time): <input type="checkbox"/> Thinking skills Instruction (approximate time): <input type="checkbox"/> Cooperative strategies (approximate time):	
Method of Delivery: <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> LMS <input type="checkbox"/> Other More than one method may be used to present the lesson	

Lesson Plan Template. Refer to **Appendix C, Distance Learner Lesson Plan Template** as the chapter discusses **Focus on Delivery** as depicted in Figure 1.

INTRODUCTION

Distance education is hardly a new phenomenon. Its beginnings are rooted well over one hundred years ago in the extension models of Oxford and Cambridge. In the mid-1960s, the United States developed the Correspondence Education Research Project that investigated the effectiveness of the infant correspondence study programs in American higher education. Before that, military training during and after World War II was firmly grounded in mail-order courses especially for follow-on education after basic training. Into the 1970's, ground-breaking programs such as the University without Walls project at Sierra University promoted student-centered learning apart from the traditional classroom campus environment. Using a technology-based modality of the times, Chicago's 'Sunrise Semester' (circa

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