

OPEN DISTANCE LEARNING POLICY

1. PREAMBLE

- 1.1 The *2015 Strategic Plan* of the University of South Africa (UNISA) dedicates itself to becoming the African university in service of humanity.
- 1.2 UNISA commits itself to advancing social justice with an emphasis on redress, equity and empowerment of the previously disadvantaged groups in South Africa such as blacks, women, people with disabilities, the rural and urban poor and adults generally who have missed out on opportunities to access higher education.
- 1.3 UNISA is South Africa's only comprehensive dedicated distance education university. The conceptualization of distance education and open learning is central to achieving its vision.

2. PURPOSE

- 2.1 To position UNISA as a leading provider of higher education opportunities through open distance learning (ODL) nationally, on the African continent and internationally.
- 2.2 To commit UNISA to the guidelines for cross-border provision developed by the national Department of Education.
- 2.3 To commit UNISA to an ongoing, responsive interaction with current and emerging national and international imperatives and developments with relevance to quality ODL provision.

3. DEFINITIONS

Blended learning	is accomplished by using multiple teaching and learning strategies, a range of technologies in combination with face-to-face interaction and the deployment of both physical and virtual resources;
Distance education	is a set of methods or processes for teaching a diverse range of students ¹ located at different places and physically separated from the learning institution, their tutors/teachers as well as other students;
Learning	is an active process of construction of knowledge, attitudes and values as well as developing skills using a variety of resources including people, printed material, electronic media, experiential and work-integrated learning, practical training, reflection, research, etc. Learning is also associated

¹ Note: While the international literature on ODL favours the use of the term 'learner', feedback from Unisa learners indicates that they prefer to be known as 'students'.

Policy Issues For Open And Distance Learning

David Jonassen, Marcy Driscoll



Policy Issues For Open And Distance Learning:

Policy for Open and Distance Learning H. D. Perraton, Helen Lentell, 2004 This book considers the questions that planners and policy makers in open and distance learning need to address at any level of education **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 Economics of Distance and Online Learning William J. Bramble, Santosh Panda, 2008-03-31 This book provides a comprehensive overview of the organizational models of distance and online learning from an international perspective and from the point of view of economic planning costing and management decision making The book points to directions for the further research and development in this area and will promote further understanding An Administrator's Guide to Online Education Kaye Shelton, George Saltsman, 2005-11-01 An Administrator's Guide to Online Education is an essential resource for the higher education administrator Unlike most books regarding online education this book is not about teaching it is about effectively administering an online education program Grounded in existing distance education theory and drawing from best practices current research and an extensive review of current literature An Administrator's Guide to Online Education systematically identifies and discusses seven key issues that affect the practice of online education today leadership and strategic planning policy and operation faculty online student services online student success technology and the courseware management system and finally marketing Throughout the text the authors provide case studies examples policies and resources from actual institutions which further enhance the value of this text An Administrator's Guide to Online Education encompasses the issues and provides information on how to accomplish one specific task successful online education administration International Handbook of Distance Education Terry Evans, Margaret Haughey, David Murphy, 2008-02-13 Distance education is arguably one of the major developments in education during the 20th Century This title explores the array of distance education theories and practices as they have been shaped by the late 20th Century and then positions these in terms of the contemporary circumstances of the 21st Century **Global Challenges and Perspectives in Blended and**

Distance Learning Willems, J., Tynan, B., James, R., 2013-04-30 This book highlights the perspectives challenges and current practices within higher and distance education around the world

Developing Innovation in Online Learning Maggie McPherson, Miguel Baptista Nunes, 2004 This book introduces action research as a method of developing e learning modules and courses It covers both the theory and practice of applying action research principles to develop online learning

Learner-Centered Theory and Practice in Distance Education Thomas M. Duffy, Jamie R. Kirkley, 2003-12-08 **Learner-Centered Theory and Practice in Distance Education Cases From Higher Education** brings the voice of the learning sciences to the study and design of distance learning The contributors examine critical issues in the design of theoretically and pedagogically based distance education programs Eight distance education programs are described in enough detail to allow readers with different interests to understand the pedagogical approaches and the implications of implementing those approaches Issues of theory pedagogy design assessment communities of practice collaboration and faculty development are discussed Each section of the book includes a primary chapter written by an author or authors involved with a distance education program that reflects learner centered principles a formal reaction to the chapter by a specialist from the learning sciences educational evaluation and policy administration or the corporate sector with expertise in issues of distance learning and an edited transcript of the authors discussion of the primary chapter held at a symposium at the Asilomar Conference Center A final summing up section offers two perspectives from leading scholars outside the fields of instructional design evaluation and the learning sciences on the approaches and thinking reflected in the rest of the book This book is essential for researchers as well as all those engaged in delivering supporting or administrating distance education programs at the post secondary level The descriptions strategies and principles will inform the design of continuing education as well as degree based education and corporate education and training and distance education programs for adults

Higher Education Reform in China W. John Morgan, Bin Wu, 2011-03-31 A major transformation of Chinese higher education HE has taken place over the past decade China has reshaped its higher education sector from elite to mass education with the number of graduates having quadrupled to three million a year over six years China is exceptional among lower income countries in using tertiary education as a development strategy on such a scale aiming to improve the quality of its graduates and make HE available to as many of its citizens as possible This book provides a critical examination the challenges to the development and sustainability of higher education in China Can its universities move from quantity to quality How will so many graduates find jobs in line with their expectations Can Britain and other western countries continue to benefit from China s education boom What are the prospects for collaboration in research This book evaluates the prospects for Chinese and foreign HE providers regulators and other stakeholders It introduces the key changes in China s HE programme since the Opening Up policy in 1978 and analyses the achievements and the challenges over the subsequent three decades Furthermore it sheds light on new reforms that are likely to take place in the future particularly as a result of the ongoing

international financial crisis *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 **Encyclopedia of Distance Learning** Howard, Caroline, Boettcher, Judith V., Justice, Lorraine, Schenk, Karen D., Rogers, Patricia L., Berg, Gary A., 2005-04-30 This encyclopedia offers the most comprehensive coverage of the issues concepts trends and technologies of distance learning More than 450 international contributors from over 50 countries Provided by publisher **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 **Encyclopedia of Distance Learning, Second Edition** Rogers, Patricia L., Berg, Gary A., Boettcher, Judith V., Howard, Caroline, Justice, Lorraine, Schenk, Karen D., 2009-01-31 Offers comprehensive coverage of the issues concepts trends and technologies of distance learning Reviews of National Policies for Education: Lithuania 2002 OECD, 2002-02-14 This book first gives a brief overview of regional issues and a history of education in Lithuania and describes the development of education in the country since the political changes It then presents an analysis of the entire education system and identifies key directions for reforms *Research on e-Learning and ICT in Education* Tassos Anastasios Mikropoulos, 2018-10-04 This book is an essential text for researchers and academics seeking the most comprehensive and up to date coverage of all aspects of e learning and ICT in education providing expanded peer reviewed content from research presented at the 10th Panhellenic Conference on ICT in Education The volume includes papers covering technical pedagogical organizational instructional as well as policy aspects of ICT in Education and e Learning and emphasizes applied research relevant to the educational realities in schools colleges universities and informal learning organizations Research on e Learning and ICT in Education is a valuable resource for education professionals interested in keeping up with current trends perspectives and approaches determining e Learning and ICT integration in practice including learning and teaching curriculum and instructional design learning media and environments teacher education and professional development **Ethical Practices and Implications in Distance Learning** Demiray, Ugur, Sharma, Ramesh C., 2008-07-31 This book provides ethical insight into the world of e learning through case studies that elucidate the issues through real world examples Provided by publisher **Handbook of Distance Education** Michael Grahame Moore, William C. Diehl, 2018-12-07 The Handbook of Distance Education 4th Edition is a comprehensive compendium of research in the field of distance education The volume is divided into four sections covering the historical and theoretical foundations of distance education attributes of teaching and learning using technology management and administration and different audiences and providers Throughout leading scholars address future research needs and directions based on current research established practices and recent changes to implementation pedagogy and policy **Advances in Knowledge-based and Intelligent**

Information and Engineering Systems Manuel Graña, 2012 In this 2012 edition of Advances in Knowledge Based and Intelligent Information and Engineering Systems the latest innovations and advances in Intelligent Systems and related areas are presented by leading experts from all over the world The 228 papers that are included cover a wide range of topics One emphasis is on Information Processing which has become a pervasive phenomenon in our civilization While the majority of Information Processing is becoming intelligent in a very broad sense major research in Semantics Artificial Intelligence and Knowledge Engineering supports the domain specific applications that are becoming more and more present in our everyday living Ontologies play a major role in the development of Knowledge Engineering in various domains from Semantic Web down to the design of specific Decision Support Systems Research on Ontologies and their applications is a highly active front of current Computational Intelligence science that is addressed here Other subjects in this volume are modern Machine Learning Lattice Computing and Mathematical Morphology The wide scope and high quality of these contributions clearly show that knowledge engineering is a continuous living and evolving set of technologies aimed at improving the design and understanding of systems and their relations with humans

Public Affairs Education and Training in the 21st Century Kulaç, Onur, Babaoğlu, Cenay, Akman, Elvettin, 2021-09-17 Since the beginning of the 20th century public administration PA departments have been established primarily in the USA and later in other Western countries and education in the field of public administration has been provided in these departments As the field of public administration has been changing due to globalization government reforms and increasing governance practices within intergovernmental networks research and teaching in public administration has also had to adapt Public Affairs Education and Training in the 21st Century highlights the best practices of various countries in public administration and policy education and training to contribute to the development of the public administration and policy education training field This book focuses on comparative studies and innovative teaching techniques and how they affect public administration education methods and curriculum Highlighting topics that include distance learning public affairs education ethics and public policy this book is essential for teachers public affairs specialists trainers researchers students practitioners policymakers academicians public administrators public officials and public policy scholars

Cases on Digital Technologies in Higher Education: Issues and Challenges Luppigini, Rocci, Haghi, A.K., 2010-05-31 This book focuses on the institutionalization of technology into education specifically discussing the integration of technology and new techniques into various areas of higher education Provided by publisher

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