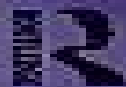


# **Otto Peters on Distance Education**

## **The Industrialization of Teaching and Learning**

*Edited by*  
Desmond Keegan



# Otto Peters On Distance Education The Industrialization Of Teaching And Learning

**David H. Jonassen**



## **Otto Peters On Distance Education The Industrialization Of Teaching And Learning:**

Otto Peters on Distance Education Desmond Keegan,2013-10-28 Otto Peters is widely recognised as one of the world's leading authorities on distance education His theory of distance education as the most industrialized form of education is the most original and far reaching analysis of distance education yet produced This book brings together the best of Peters work most of which has not been previously available in the English language Drawing on German sociologists and philosophers of education from Weber and Tonnies to Heimann and Schultz Peters builds up an impressive analysis of the advantages and defects of the industrialization of education The essays in this collection cover the historical development of teaching and learning at a distance from the correspondence schools of the 1950s through to distance education in the post industrial societies of today The book also includes a fascinating account of Peters central role in the foundation and running of the FernUniversitat the German Open University

**Otto Peters on Distance Education** Otto Peters,1994 **Learning and Teaching in Distance Education** Otto Peters,2013-04-03 This unique and comprehensive overview of open and distance education is written by one of the best known names in the field It integrates historical contemporary and future aspects of distance education Packed with international case studies it goes beyond looking at the methods and technology of distance education giving Otto Peters renowned visions on the sociological and social impacts of distance education Now published in paperback for the first time this new edition includes a new section on virtual universities A major contribution to thinking on open and distance education this new edition will reach an even wider audience

**Foundations of Distance Education** Desmond Keegan,2013-12-19 Distance education and training provision has expanded dramatically over the past few years This best selling introduction to the field has helped many to understand the origins and background of distance education and has been used by students and professionals as a guide to policy and practice It has now been updated in the light of the developments in recent years in Eastern Europe and the enormous advances in the use of new technologies A new case study of distance education in China is also included

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 and critical reflection on the part of administrators practitioners and researchers of distance education The experiences and perspectives in distance education in the US are balanced with those in other areas of the world

Distance Education and Distributed Learning Gene V Glass,Charalambos Vrasidas,2002-12-01 **An Introduction to Distance Education** Martha F. Cleveland-Innes,D. Randy Garrison,2010-02-25

An Introduction to Distance Education is a comprehensive look at the field today outlining current theories practices and goals The book reviews the influence of past distance education theory and practice along with current changes It outlines the practical skills and information that are essential to effective distance

education design delivery and navigation This volume brings together seminal contributors who have and who are currently researching and shaping our understanding and practice of distance education A discussion of past and present practices in higher and distance education leads to an understanding of accessible education and the appropriate use of Web 2 0 technology Utilizing a student guided approach each chapter offers pedagogical features to engage and support the teaching and learning process including questions for reflection review and discussion students can use these questions as triggers for further thoughts related to the topic Instructors can use these questions for classroom and online discussion key quotations strategically placed throughout the text these points act as a springboard for further reflection and classroom discussion concept definitions central concepts discussed in the text are defined or students at the end of each chapter A perfect textbook for educational technology Doctorate Masters and Certificate programs students will find An Introduction to Distance Education offers a solid foundation from which to explore and develop new approaches to designing and implementing online courses

**Teaching and Learning at a Distance** Michael Simonson, Sharon Smaldino, Susan M. Zvacek, 2014-10-01 Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in service teachers and for training programs that discuss teaching distant learners or managing distance education systems This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education In this text we take the following themes The first theme is the definition of distance education Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing This definition is based on the work of Desmond Keegan but is unique to this book This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica The second theme of the book was the importance of research to the development of the contents of the book The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence Certainly there are rules of thumb but we have always attempted to only include recommendations that can be supported by research The third theme of Teaching and Learning at a distance is derived from Richard Clark s famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement Clark s controversial work is discussed in the book but is also fundamental to the book s advocacy for distance education in other words we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn Distance delivered instruction is not a magical approach that makes learners achieve more The fourth theme of the book is equivalency theory Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment Equivalency theory helps the instructional designer approach the development of instruction for each learner without

attempting to duplicate what happens in a face to face classroom The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive that it should cover as much of the various ways instruction is made available to distant learners as is possible It should be a single source of information about the field      **Handbook of Open, Distance and Digital Education** Olaf Zawacki-Richter, Insung Jung, 2023-01-01 This open access handbook offers a one stop shop for both new and established researchers educators policy makers and administrators in the field of open distance and digital education ODDE to gain a comprehensive overview of the history theory and practice at all levels of ODDE and at the same time stimulates in depth discussions on various themes and issues of ODDE for today and future Researchers scholars and students in the field of ODDE can use this handbook as a major reference to conduct their own research and learning agendas To cover the field comprehensively the handbook is structured following the 3M framework developed by one of the chief editors Zawacki Richter The 3M framework categorizes the major research areas and issues in ODDE on three levels Accordingly the handbook is divided into six sections in total two section at each of the three levels 1 Macro Level ODDE Systems and Theories 2 Meso Level Institutional Perspectives Management and Organization and 3 Micro Level Learning and Teaching in ODDE This is an open access book      Growth and Philosophy of Distance Education Mr. Rohit Manglik, 2024-02-12 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels

Handbook of Distance Education Michael G. Moore, 2013 This work provides overviews and summaries of the research and practice of distance education in the USA It addresses such questions as how distance education is best practised at the level of the teacher as well as the administrator      **Open and Distance Education Theory Revisited** Insung Jung, 2019-05-22 This book explores foundational theories that have been applied in open and distance education ODE research and refined to reflect advances in research and practice In addition it develops new theories emerging from recent developments in ODE The book provides a unique and up to date source of information for ODE scholars and graduate students enabling them to make sense of essential theory research and practice in their field and to comprehend the gaps in and need for further enquiry into theoretical approaches in the digital era It also offers theory based advice and guidelines for practitioners helping them make and justify decisions and actions concerning the development implementation research and evaluation of ODE      *Distance Education* Charles Schlosser, Michael Simonson, 2006-05-01 Distance Education has become a major topic of interest in the field of educational communications and technology In response to this interest the Association for Educational Communications and Technology AECT published the first edition of Distance Education Definition and Glossary of Terms in 2002 The second edition of this monograph was begun in 2005 While the definition of distance education was changed only slightly the glossary of terms was updated significantly under the supervision of Joann

Flick and members of AECT's Division of Distance Learning. The definition of distance education and much of the supporting narrative offered in this edition of *Distance Education Definition and Glossary of Terms* is based on *Teaching and Learning at a Distance: Foundations of Distance Education* 3rd edition 2006. This information is used with permission. *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. *Handbook of Mobile Learning* Zane L. Berge, Lin Muilenburg, 2013-06-19. Winner of the AECT Division of Distance Learning DDL Distance Education Book Award. This handbook provides a comprehensive compendium of research in all aspects of mobile learning, one of the most significant ongoing global developments in the entire field of education. Rather than focus on specific technologies, expert authors discuss how best to utilize technology in the service of improving teaching and learning. For more than a decade, researchers and practitioners have been exploring this area of study as the growing popularity of smartphones, tablets, and other such devices, as well as the increasingly sophisticated applications for these devices, has allowed educators to accommodate and support an increasingly mobile society. This handbook provides the first authoritative account of the theory and research that underlies mobile learning while also exemplifying models of current and future practice. **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. *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. **Resources in Education**, 1997. *Distance Education* David Sewart, Desmond Keegan, Borje Holmberg, 2020-07-24. Distance education, for long the Cinderella of the educational spectrum, had emerged in the 1970s and early 1980s as a valued component of many national educational systems in both developed and developing countries. The foundation of the Open Universities, developments in communications technology, and in audio, video, and computer-based learning, a new sophistication in the design of print-based materials, and better support systems for the student learning at a distance, had all contributed to the availability and quality of distance education programmes. Originally published in 1988, this book chronicles this great change in distance education. It presents the best writings on the subject published during the previous ten years. The articles selected for this volume provided a new scholarly basis for the theory and practice of distance education. The editors have brought together contributions from many countries and present authoritative introductions to

each of the nine sections This book provided those in both developed and developing countries with a guideline to one of the most rapidly expanding areas of education at the time      Theoretical Principles of Distance Education Desmond Keegan,2005-08-15 According to UNESCO statistics 10 million of the world s 600 million students study at a distance Theoretical Principles of Distance Education seeks to lay solid foundations for the education of these students and for the structures within which they study As a more industrialised form of education provision distance education is well adapted to the use of new communication technologies and brings to education many of the strengths and dangers of post industrialism The central focus of the study of distance education is the placing of the student at home or at work and the justification of the abandonment in this form of education of interpersonal face to face communication previously considered to be a cultural imperative for education in both east and west This book explores the problems that distance education poses to the theorist bringing together an international team of distance educators to address these issues for the first time in a systematic way The team comprises theoreticians administrators experts in educational technology and adult education experts in learning from video machines from computers and other forms of technology Contributions from Italy and Scandinavia contrast with viewpoints provided by scholars from the US Canada Australia and the UK

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