

**First Wave of Development: Correspondence / Independent Study (1840's ...)**

| <b>Context (economics/ politics/ societal values and pressures/ government policies/ technological advances)</b>   | <b>2) Theories/ Ways of Understanding</b>   | <b>3) Institutional and Organizational Developments/ System</b>   | <b>4) Teaching/ Learning Methodologies (role of teacher/role of learner)</b>  | <b>5) Predominant Technologies</b>  | <b>6) Key Authors</b>  |
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| <p><u>Pamela Lopez:</u><br/>Distance Education began to develop in the 1880's. The industrial Revolution gave birth to economic growth an increase in workforce.</p> <p>Political: There were no political restraints. Classes were offered to anyone anywhere.</p> <p>Government : The government was concerned about migration from the farmlands to cities.<br/><u>Yvette Klubertanz:</u><br/>World War I and II<br/>The railway system network was essential</p> | <p><u>Pamela Lopez:</u><br/>The first Systematic Correspondence study program in the United States<br/><u>Laura Howard:</u><br/>Rustinsches Fernlehrinstitut method and principles of correspondence learning resources, (Delling, 1966, pp. 19-20 as cited in Holmberg, 2005, pp. 22-23; Holmberg, 2005, p. 21-22).<br/>"Occupational training and</p> | <p><u>Pamela Lopez:</u><br/>RFD was launched as an experiment in 1892 at the following:<br/>University of Chicago, Pennsylvania State College, University of Wisconsin<br/><u>Yvette Klubertanz:</u><br/>univ of London (1858) began providing external programs of study.<br/><u>Laura Howard:</u> "1856 foreign language correspondence education may have been developed in Germany (Noffsinger 1926, p. 4 as cited in Holmberg, 2005 p.14)"</p> | <p><u>Pamela Lopez:</u><br/>Student guidelines:<br/>No political restraints, courses were not based on campus semester students were able to register for class at any time.<br/>Student/instructor interactions were considered formal based on written assignments.<br/><u>Laura Howard:</u><br/>"independent study"(Haughey, 2010, p.48)<br/><br/><u>Dewanna Knight</u><br/>The Benton Harbor Plan was introduced within the working</p> | <p><u>Pamela Lopez:</u> In 1892 RFD: Rural Free Delivery of Correspondence material (free)<br/><br/>Systemic Correspondence program</p> | <p><u>Pamela Lopez:</u><br/>Garrison &amp; Cleveland-Innes (2010)<br/><u>Yvette Klubertanz:</u><br/>Margaret Hughey (2010)<br/><u>Laura Howard:</u> Delling (1966), Holmberg (2005)<br/><br/>Moore and Kearsley (2012)</p> |

## Group 1

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| <p>to the delivery of instruction materials.</p> <p><u>Dewanna Knight</u><br/>Morrill Act 1862 - educational opportunities open to people of all backgrounds (Moore and Kearsley, 2012, p. 26).</p> | <p>academic courses are viewed as to be common in distance education during this time” (Holmberg, 2005, p.16).<br/>“The learning experience and knowledge gained is not and does not have to be the same for all students in the same course (Holmberg, 2005, p. 24)”.</p> | <p><u>Dewanna Knight</u><br/>Home study (for profit schools) and independent study (for universities) was introduced allowing people to receive for the first time an education by distance. (Moore and Kearsley, 2012, p. 23).</p> <p><u>Dewanna Knight</u><br/>“National Home Study Council organized to regulate and promote ethical practices and professionalism.” (Moore and Kearsley, 2012, p. 26).</p> <p><u>Dewanna Knight</u><br/>Society to Encourage Home Study (aka “Silent University), first significant example of distance education. Educating women was its goal, in</p> | <p>class community of Benton Harbor to provide “distance education program” with nine students. The plan was a break away from traditional college preparatory coursework, but in the working class community of Benton Harbor provided for (1) isolated students, (2) enriched small high school curriculum, and provided professional guidance. (Noffsinger, 1938, p. 85)</p> |  |  |
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|  |  | the subjects of English, History, Science, French, German. and Art.<br>(Caruth and Caruth, 2013, p. 142). |  |  |  |
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### Second Wave of Development: Systems Approach to Education (1960's ...)

| 1) Larger Context<br>(economics/ politics/<br>societal values and<br>pressures/ government<br>policies/ technological<br>advances)   | 2) Theories/<br>Ways of<br>Understanding  | 3) Institutional and<br>Organizational<br>Developments/ System   | 4) Teaching/ Learning<br>Methodologies (role of<br>teacher/<br>role of learner)   | 5) Predominant Technologies  | 6) Key Authors   |
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| <u>Yvette Klubertanz:</u><br>age of educational<br>radicalism<br><br><u>Dewanna Knight</u><br>1972: All cable<br>companies required by<br>FCC to provide<br>educational channel<br>(Moore and<br>Kearsley,2012, p. 31) | <u>Yvette Klubertanz:</u><br>Empathy(teachers<br>should not only<br>feel for their<br>students but also<br>show that they<br>feel for them)<br>Didactic (lay<br>down rules-you<br>tell people what<br>things are) | <u>Yvette Klubertanz:</u><br>France and Netherlands<br>leading the way in<br>correspondence education,<br>beginning of Open<br>Universities<br><br><u>Dewanna Knight</u><br>Federal Government<br>issued first educational<br>radio license to Latter Day<br>Saints University of Salt | <u>Yvette Klubertanz:</u><br>communication between<br>tutors and students<br>(Tutor becomes the<br>most important<br>interactions with the<br>student),<br>learner-centered,<br>counseling,<br>conversational, personal<br>study model,<br>instructional system<br>design (ISD model) | <u>Yvette Klubertanz:</u><br>radio, postal mail, early TV,<br>printed books, telephone,<br>conferencing<br><u>Laura Howard:</u> audio/video<br>tapes (Peters, 2010, p. 46)<br><br><u>Laura Howard:</u> PBS satellite<br>delivery, 1978 (Miller, pg 32) <ul style="list-style-type: none"> <li>• Educational Radio</li> <li>• 1934: Educational<br/>Television</li> </ul> | <u>Yvette Klubertanz:</u><br>Borje Holmberg (interview<br>2004)<br><br>Margaret Haughey (2010)<br>Otto Peters (1993)<br><u>Laura Howard:</u> Gary Miller<br>(1978)<br>Otto Peters (2010)<br><br><u>Dewanna Knight</u><br>Ludwig von Bertalanffy,<br>formalized the idea of systems |

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|  | Correspondence education con'd; industrialization; transactional distance | <p>Lake City, UT (Saettler, 1990).</p> <p><u>Dewanna Knight</u><br/>“Schools of the Air” K-12 educational public programming launched. (Moore and Kearsley, 2012, p. 29)</p> <p><u>Laura Howard</u>: a system of tasks teams were used to create and deliver distance education courses (Haughey, 2010, pg 54)</p> <p><u>Laura Howard</u>: “support in correspondence education is highly regarded as necessary and new developments in the industrialization of distance education are formed”(Peters, 2010, pp. 46-47).</p> | <p><u>Dewanna Knight</u><br/>Social-constructivist models begin to take a foothold in distance education when enabled by email, chat, many-to-many communication technologies become increasingly available (Anderson &amp; Dron, 2012, p. 5)</p> <p><u>Dewanna Knight</u><br/>Delivery of educational programming known as “telecourses,” were being delivered by broadcast and television networks (Moore &amp; Kearsley, 2012, p. 31)</p> | <ul style="list-style-type: none"> <li>• 1961: Instructional Television Fixed Services (ITFS)</li> <li>• 1952: Cable Television (CATV) and Telecourses</li> </ul> | <p>in his book <i>General System Theory</i> (first published in 1968), defining it as ‘a set of elements standing in interaction, “a complex of interacting elements,” and “a dynamic order of parts and processes standing in mutual interaction” (Davidson, 1983, p. 26).</p> <p>.</p> |
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|  |  |  | <u>Dewanna Knight</u><br>Emphasis moved<br>towards professionally<br>designed television<br>series introducing new<br>subject matters (that was<br>not being currently<br>taught) to the students,<br>which contributed to<br>classroom curricula<br>(Kofahi and . | <u>Yvette Klubertanz:</u><br>e-books, satellite, email,<br>CDs/DVDs |                |

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|   | <u>Yvette Klubertanz</u><br>Constructivism - groups<br>work together to<br>construct knowledge<br>learner (Anderson 2010) | <u>Dewanna Knight</u><br>Most Important<br>Experiments:<br>1. University of<br>Wisconsin's AIM<br>Project - purpose was<br>to test the idea of<br>joining<br>communication<br>technologies whilst<br>delivering<br>high-quality, low cost<br>teaching to off<br>campus students.<br>2. Great Britain's<br>Open University<br>(1969) - A world<br>class fully<br>autonomous<br>university and model<br>of the total system | <u>Dewanna Knight</u><br>New way to organize<br>technology and human<br>resources emerge,<br>leading to new<br>educational theorizing<br>(Moore and Kearsley,<br>2012, 31). | <u>Yvette Klubertanz:</u><br>Webchat, blogs, smartphones,<br>podcasts | Anderson (2010) |

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|   |   | distance education approach (Moore and Kearsley, 2012, p. 33)   |   |   |  |
| <b>1) Larger Context (economics/ politics/ societal values and pressures/ government policies/ technological advances)</b>  | <b>2) Theories/ Ways of Understanding</b>   | <b>3) Institutional and Organizational Developments/ System</b>   | <b>4) Teaching/ Learning Methodologies (role of teacher/ role of learner)</b>   | <b>5) Predominant Technologies</b>  | <b>6) Key Authors</b>  |
| <p><u>Pamela Constructivism</u> is the name given to theories of learning grounded in epistemological alternative to objective theories of knowledge (Cleveland-Innes &amp; Garrison, p. 112).</p> <p>1993 World Wide Web (WWW) provided educators with ability to change their traditional way of teaching to one which enables the learner to make sense of the</p> | <p><u>Pamela Constructivism</u> is learning theory where learning is believe to take place as a result of how well learners are able to apply new knowledge to pre-existing knowledge.</p> <p>In 2000 Bransford list four characteristics of constructivist learning environments (Cleveland-Innes &amp; Garrison, p.114) :</p> | <p><u>Pamela Template based</u> approach to online learning:</p> <p>*University of Phoenix</p> <p>*Devry</p> <p>In 2000, The U.S. National Research Council publishes <i>How People Learn</i>, a semi-official text based on constructivists' perspective which summarizes learning</p> | <p><u>Pamela Learner-Centered</u> teaching focuses more on “what and how”students learn as opposed to how it is being taught. It builds the students “conceptual and cultural knowledge” by tapping into their past knowledge and experiences (Cleveland-Innes &amp; Garrison, p. 115).</p> <p>Courses must be developed prior to</p> | <p><u>Pamela Digital media</u> and the integration of www provide an inexpensive way to evaluate, manipulate, create and share interactive video such as Youtube (Cleveland-Innes &amp; Garrison, p. 111)..</p> <p>Web 2.0- Collaborations which include Wikipedia, Wiki, Blog, Global Nomads Group (GNC), Facebook, Twitter, (Cleveland-Innes &amp; Garrison, p. 111).</p> | <p><u>Pamela</u></p> <p>Cleveland-Innes &amp; Garrison, 2010</p> <p><u>Michelle Coney</u></p> <p>A Systems Approach to the Future of Distance Education in Colleges and Universities: Research, Development, and Implementation. (Farhad Saba and Professor Emeritus of San Diego State University, 2012).</p> |

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| <p>information and use it to generate knowledge.</p> <p>Multimedia Integration-</p> <p>Concurrent with the WWW growth.</p> <p>2006 Mashap-designers and instructors began working together to aggregate text, audio, graphics, videos and animated files into unified works.</p> <p>Economical- Online platforms provide ongoing assessment of the student's complete records, work performance, log on, e-portfolios, peer assessments, computer based assessments, automated feedback, self-assessments, etc.</p> | <p>-Learner- Centered Environment</p> <p>-Knowledge-Centered</p> <p>-Assessment-Centered</p> <p>-Community -Centered</p> <p>Social Constructivists believe knowledge and learning is obtained through by way of collaboration and social interaction</p> <p><u>Michelle Coney</u></p> <p>Grounded on systems science method, and technology. (Moore and Kearsley, 2012).</p> <p><u>Dewanna Knight</u></p> <p>Theory development becomes an area of focus. M.G. Moore questions the progress of DE absent consideration of "macro factors." Classifying DE</p> | <p>and educational implications. It recommends replacing traditionally focused learning from the delivery of instruction and written material to focusing on supporting active learning and creating of collaborative communities (Cleveland-Innes &amp; Garrison, p. 114).</p> <p>Online learning necessitates ongoing assessments and feedback (Innes)</p> <p>Digital technologies such as www remove the constraints of authoritative, lecture and text based model of knowledge transmission.</p> | <p>student taking classes which makes it difficult to for the teacher to adopt learning activates based on the learners characteristics.</p> <p><u>Knowledge-Centered</u> learning environment concentrates on learning within context and when facts and procedures of learning are integrated into an environment rich in corpora of individual understanding (Cleveland-Innes &amp; Garrison, p. 116).</p> <p>Assessment-Centered learning environment emphasizes ongoing meaningful feedback from the teacher to the learner (Cleveland-Innes &amp; Garrison, p. 118).</p> | <p><u>Michelle Coney</u></p> <p>Stella: system-dynamics modeling software by Saba and Shearer in 1994. The software was used to stimulate the variability of transactional distance w/ two other variables of structure and dialogue.</p> <p>(Saba, 2012).</p> |  |
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| <p>with little cost to instructors.</p> <p><u>Michelle Coney</u></p> <p>Post- Industrial view of DE: The origin of the application of systems approach of Charles Wedemeyer. (Saba, 2012).</p> | <p>programming as either autonomous (learner centered) or non-autonomous (teacher centered). He identifies dialog (i.e., 2-way communication) and structure (responsiveness to learner needs) as its measurable elements (Simonson, 1999).</p> <p><u>Dewanna Knight</u></p> <p>Keegan: Three Classification of DE: <i>Independence &amp; Autonomy; Industrialization of Teaching; and Interaction &amp; Communication</i> (Simonson, 1999, p. 3).</p> <p><u>Dewanna Knight</u></p> <p>Perraton synthesizes into fourteen statements,</p> | <p><u>Michelle Coney</u></p> <p>University of Wisconsin-Madison (Saba, 2012).</p> <p><u>Dewanna Knight</u></p> <p>Different types of DE models are developed, which included single-mode, dual/mixed-mode, extension, consortia, and virtual tech-based. (Simonson, 1999).</p> | <p>Community-Centered learning is based on two levels (Cleveland-Innes &amp; Garrison, p. 120):</p> <ol style="list-style-type: none"> <li>1. Supports an environment which supports a social norm that values collaboration and participation with all students</li> <li>2. Supports “real world” learning which is believed to enhance the students learning when experience is linked to the greater culture and resonates with society at large.</li> </ol> <p><u>Michelle Coney</u></p> <p>DE or transitional distance varies for each individual learner. Program study as dialogue and structure vary in dynamic process of interaction</p> |  |  |
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|  | <p>existing theories of communication and diffusion with philosophies of education (Simonson, 1999, p. 3).</p> <p><u>Dewanna Knight</u><br/>Equivalency Theory which focused on the delivery of instruction via real-time telecommunications technologies is introduced (Simonson, 1999, p. 3).</p> <p><u>Dewanna Knight</u><br/>Malcolm Knowles popularizes Androgogy in his 1970 book entitled, <i>The Modern Practice of Adult Education</i> (Bullen, 1995, p. 2).</p> |  | <p>between learner and instructor, and among learners. (Saba, 2012).</p> |  |  |
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### Third Wave of Development: Internet / Web-Based Communication (1995 ...)

| 1) Larger Context<br>(economics/ politics/<br>societal values and<br>pressures/ government<br>policies/ technological<br>advances)   | 2) Theories/ Ways of<br>Understanding   | 3) Institutional<br>and<br>Organizational<br>Developments/<br>System  | 4) Teaching/<br>Learning<br>Methodologies (role<br>of teacher/role of<br>learner)   | 5) Predominant<br>Technologies  | 6) Key Authors  |
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| <p><u>Laura Howard:</u><br/>“Digitized Learning Era” (Peters, 2010 p.47), beginning of the digital age students who have a new set of university needs in digital technology, curriculum and communication (Peters, 2010 p. 50)</p> <p><u>Laura Howard:</u> “mass education” (Peters, 2010, p. 50) and online course delivery and accountability (Peters, 2010, p. 50)</p> <p><u>Pamela Lopez</u><br/>Economics:</p> | <p><u>Laura Howard:</u><br/>education is now a “service” (Peters, 2010, p. 47), “providing and developing quantity and quality education” (Peters, 2010, p.47), pedagogical changes (Peters, 2010, p.47), distance education has become “post- industrial” (Peters, 2010, p. 47)</p> <p><u>Pamela Lopez</u><br/>Connectivism: Assumption is the learner becomes the center for connecting and constructing knowledge in a context that includes external groups and networks as well as the learners own past histories and predilections (Anderson &amp; Dron, 2011).</p> <p><u>Yvette Klubertanz:</u></p> | <p><u>Laura Howard:</u><br/>Penn State World Campus, UMUC, partnerships between sellers of online material/ developers and educational institutions (Peters, 2010, p. 48)</p> <p><u>Pamela Lopez</u><br/>University of Phoenix and Devry began to use template based approach to elearning (Swan, 2010)</p> <p><u>Michelle Coney</u><br/>Not only are UMUC, University of Phoenix institutions of</p> | <p><u>Laura Howard:</u><br/>communication between student/teacher by email or chat sessions, multi-media use, more accessibility to information (Peters, 2010, p, 47)</p> <p><u>Laura Howard:</u><br/>multitasking and integrating various new types of educational resources, curriculum and material to effectively enable learning (Peters, 2010, p. 50)</p> | <p><u>Pamela Lopez</u><br/>Web 2.0 tools Wiki and Blogs are being used to facilitate deep and meaningful aggregation of knowledge based information... learning (Anderson &amp; Dron, 2011)</p> <p><u>Yvette Klubertanz:</u><br/>Learning Management Systems (LMS) - Sakai, D2L, Moodle, and Blackboard--increased computational power and storage capacity of computers (Anderson, 2003).</p> <p><u>Michelle Coney</u><br/>Social presence: wikis, twitter, threaded conferences, voicethreads</p> | <p><u>Laura Howard:</u> Otto Peters (2010)</p> <p><u>Pamela Lopez</u><br/>Anderson &amp; Dron (2011)<br/>Swan (2010)</p> <p><u>Yvette Klubertanz:</u><br/>Anderson (October 2003)</p> <p><u>Michelle Coney</u><br/>Saba, (2012).<br/>Anderson &amp; Dron, (2011).</p> <p><u>Dewanna Knight</u><br/>Randy Garrison: “Naïve Constructivism” typified by “educator’s</p> |

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| <p>Tech bubble e-learning promises were not delivered.</p> <p>Dot-com crash results in standardized scalable courses that began to achieve consistent results (Swan, 2010).</p> <p><u>yvette klubertanz:</u><br/>Advancement of the Internet, Web 2.0, virtually mediated discussions (Swan 2010)</p> <p><u>Michelle Coney</u><br/>Post Industrial Era cont... Globalization (Saba, 2012).</p> <p><u>Dewanna Knight</u><br/>Online distance learning is increasing in popularity among adult and disenfranchised learners. Teaching institutions are forced to expand the availability of online distance learning opportunities to meet the need for flexibility among</p> | <p>Interaction Model (Anderson, 2003) interaction occurs when two objects and events mutually influence one another (learner &amp; teacher). <b>The Interaction Equivalency Theorem</b> differentiating between high and low levels of interactivity (count the number of times members are actively engaged with other participants (Anderson, 2003).</p> <p>Community of Inquiry (COI), learning takes place within a community and that real learning is achieved only through the interaction between social presence, cognitive presence and teaching presence (Swan, 2010).</p> <p>Blended learning- the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies (Vaughan, 2010).</p> <p><u>Michelle Coney</u><br/>Connectivism through distance education. Building and maintaining networked connections that are current and flexible. (Anderson &amp; Dron, 2011).</p> <p><u>Dewanna Knight</u><br/>Collaborative Constructivism: regarded as central to the development of online distance education (Garrison, 2009, p. 93).</p> | <p>distance education. Also Stratford Career Institute is distance education. Distance education also help develop homeschooling and K-12 online learning.</p> <p><u>Dewanna Knight</u><br/>Teaching institutions increase asynchronous delivery of course materials via the internet.</p> <p><u>Dewanna Knight</u><br/>Emphasis on learner control continues to grow. Teaching institutions embrace use of two way communication technologies for exchange of information between teachers, students and groups.</p> <p><u>Dewanna Knight</u><br/>Open and distance learning are increasingly becoming the norm and not the</p> | <p><u>Laura Howard:</u><br/>“synchronous and asynchronous approaches together” (T. Anderson, online video, November, 2011)</p> <p><u>Pamela Lopez</u><br/>The teacher is a “guide, helper and partner” and content is secondary to the learning process (Anderson &amp; Dron, 2011)</p> <p><u>Yvette Klubertanz:</u><br/>learner-centered / knowledge-centered / Assessment-centered and community-centered are strongly rooted in the constructivist theory of how people learn(Swan, 2010)</p> <p><u>Michelle Coney</u><br/>Shift in learning and teaching. Independent study. (Garrison, 2009)<br/>Unlike earlier pedagogies, the teacher is not</p> | <p>and other network tools. (Anderson &amp; Dron, 2011).</p> <p><u>Dewanna Knight</u><br/>Computer costs have declined and are increasingly more affordable to individuals and families.</p> <p><u>Dewanna Knight</u><br/>Internet availability and accessibility are widespread.</p> <p><u>Dewanna Knight</u><br/>Mobile technology, discussion groups, email, audio/video content, and social media, are regarded as complements to the distance learning experience and ways in which to increase student engagement/learning.</p> | <p>blind faith in the ability of students to construct meaningful knowledge on their own” (Garrison, 1995, p. 138).</p> <p><u>Dewanna Knight</u><br/>Anderson’s Interaction Equivalency Theorem, which addresses the role of interaction between teacher, student, and content in formalized distance education.</p> |
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| <p>distance learners (Holmberg, 2005, p. 32).</p> <p>Increased competition and the shrinking marketplace change the focus of employers and institutions of higher learning to shift to a heutagogical approach in order to allow people to fully express their capabilities (Hase, 2000).</p> | <p><u>Dewanna Knight</u><br/>Social Constructivist Learning Theory: regarded as the foundation of distance education (Swan, 2010, p. 5).</p> <p><u>Dewanna Knight</u><br/>Interaction Equivalency Theorem is “regarded as the first theorem to systematically define interaction in distance education, which consists of three types of “learner–content interaction, learner–instructor interaction, and learner-learner interaction” (Moore, 1989, p. 1).</p> <p><u>Dewanna Knight</u><br/>Elaboration Theory: states the information should be presented broadly with supporting exercises designed to provide students with opportunities to apply the general knowledge gained in new situations (Holmberg, 2005, p. 54).</p> <p><u>Dewanna Knight</u><br/>Empathetical Pedagogy: regarded as an influential force and motivator for influence in distance education and achievable via teacher-learner</p> | <p>exception.</p> | <p>responsible for defining generating, or assigning content. Learners and teachers collaborate to create content. (Anderson &amp; Dron, 2011)</p> <p><u>Dewanna Knight</u><br/>Virtual learning environments create autonomous learning environments for students, where independence and self-control are key factors to success</p> |  |  |
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OMDE 601-9041 Foundations of Distance Education & E-Learning

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Group 1

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|  | discussions ( Fuller, R., Kuhne, G., & Frey, B., 2011, pp. 153-54). |  |  |  |  |
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### Future Wave: Exploring New Possibilities (2000's ...)

| 1) Larger Context<br>(economics/ politics/<br>societal values and<br>pressures/ government<br>policies/ technological<br>advances)  | 2) Theories/ Ways of<br>Understanding   | 3) Institutional and<br>Organizational<br>Developments/<br>System   | 4) Teaching/<br>Learning<br>Methodologies (role<br>of teacher/role of<br>learner)   | 5) Predominant<br>Technologies   | 6) Key Authors  |
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| <p><b>Current trends:</b> new technology the emergence of social networking software used to enable a group of individuals to collaborate via internet. (Belderrain, 2006).</p> <p><b>sub-clusters:</b> students that are in large online classe (MOOCs) start to gather or cluster together on a common ground or geographical view (Schwier, 2011)</p> <p>Kamenetz (2010) idea of educational system, opportunity improvement and learner control (Kamenetz, 2010; UMUC, 2015).</p> | <p><b>Constructivist Theory:</b> closely associated with the epistemic engagement view of learning theory...all forms of constructivism share an understanding that individuals construct knowledge based on “their individual, collective and past experiences” (Anderson, 2010, p. 29).</p> <p><b>Connectivism-learning theory</b> of the digital age (Siemens, 2004), <b>complexity theory</b>-seeks to create learning activities that allow effective behavior to emerge and evolve (Anderson, 2010)</p> | <p>Columbia University’s Teachers College (instructor managed blog: Ulises Mejias) (Belderrain, 2006)</p> <p>Deakin University (Australia): implemented wikis called “collaborative icebreaker” (Belderrain, 2006)</p> <p>Open Educational Resource Products (OER)-are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.</p> | <p>Focus is on promoting student to student interactions; learning interactions in dealing with students, teachers, and content between itself and between others (Anderson, 2010)</p> <p><b>“Flipped classroom”</b>- “various models of lecture and online components where educational roles are switched. There is more focus on online/media lecture and interactivity in classroom” (Educause, 2012; Knewton, 2015; UMUC, 2015) or <b>“Scrambled</b></p> | <p>Blogs, (Webolgs), wikis, and podcast. (Belderrain, 2006). Open source applications: Imeem, Whiteboard, and InstaColl.(Belderrain, 2006) MOOCs (Anderson, 2010) Learning Analytics (Siemens) Web 2.0, virtual philosopher, Twitter, and learner-generated content (Hase &amp; Kenyon, 2000)</p> <p>Edupunks and other do it yourself teaching/learning tools are gaining in popularity and serve as an alternative to mainstream tools (Kamenetz, 2009).</p> <p>Asynchronous technology, enhanced Browser tools (e.g., Google Docs and Translation Tools), are providing educators and learners with greater</p> | <p>Barnett (2014)<br/>Belderrain, (2006)<br/>Blaschke, (2012)<br/>Cummane (2011)<br/>G. Siemens (2004)<br/>Hase &amp; Kenyon (2000)<br/>Howard, Veerman &amp; Saunders, 2010)<br/>Kamenetz (2010)<br/>Larrameandy-Jones and Leinhardt (2006)<br/>Mejias (2005)<br/>Ramirez (2010)<br/>Schwier (2006)<br/>Schwier (2011)<br/>Sparks (2011)<br/>T. Anderson (2010)<br/>The Edupunks’ Atlas (n.d.)</p> |

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| <p><b>“Edupunks”</b>-which are people with ideas to approach and promote extraordinary change and creation in traditional and conformed educational systems, institutions and experience (Howard, Veerman &amp; Saunders, 2010; Cummane, 2011).</p> <p>“Term “Edupunks” created by Jim Groom in 2008” (Howard, Veerman &amp; Saunders, 2010; Cummane, 2011).</p> <p>Kamenetz describes Edupunks as inspired to change the standards of the educational system utilizing technologies that promote liberation (Ramirez, 2010).</p> | <p><b>Heutagogy</b> is the study of self-determined learning (Hase &amp; Kenyon, 2000)</p> <p><b>Key Concepts</b> of Heutagogy listed by Hase and Kenyon (2000):<br/> <b>Double Loop Learning:</b> Learners consider the problem, results, actions and outcomes as well as reflecting on problem solving phase and how it influences the learner’s beliefs and their actions (Blaschke, p.59)</p> <p><b>Net-Aware Theories of Learning</b> (Anderson, 2010):<br/>         -Provides powerful low cost communications which are no longer expensive or geographically restricted,<br/>         -Provides access and empower those with</p> | <p><b>Edupunks’ Atlas</b> - “Guide for educational resources” (The Edupunks’ Atlas, (n.d); UMUC, 2015).</p> | <p><b>approach”</b>- described by Barnett (2014) as “human learning” integrated with more focus on benefits of lecture and communication rather than just at home learning approaches (Barnett, 2014).<br/> <b>“Khan Academy model”</b>-which enables online tracking features of student progress and involvement and benefits of educational technology (Sparks, 2012; UMUC, 2015).</p> <p><b>Mejias’s “pedagogy of nearness”</b> (2005)- defined as “face-to-face interactions are of no more less value than net-based communication for proper flow of blended learning environment (as cited in Anderson, 2010. p.</p> | <p>independence is a shift in pedagogy (Clark, 2011).</p> <p>YouTube has become an increasingly useful vehicle for instruction and serves as an inexpensive instructional tool (Clark, 2011).</p> |  |
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|  | <p>hearing, movement or even visual impairments and create opportunities for many forms of collaborations. Examples mentioned by Anderson (2010):</p> <ul style="list-style-type: none"> <li>-Communications modes stored as artifacts, indexed, tagged, harvested, searched and sorted.</li> <li>-Communications is either synchronous, asynchronous or near synchronous (text messaging) modes.</li> <li>-Communication is low cost and either one-to-one, one-to-many, or many-to-many</li> <li>-creation of information and content scarcity to wide scale contributions and production of OER's</li> <li>-creation of active and autonomous agents with the ability to loosely place content or information on the net</li> </ul> |  | <p>32).</p> <p><b>Educational theories</b> that are useful and still applicable today are Larrameandy-Jones and Leinhardt's (2006)- presentational view, epistemic view and performance tutoring view (Anderson, 2010, pp. 26-29)</p> <p>Learning to enhance student capability (Hase and Kenyon, 2000).</p> <p><b>Complex Environments:</b> focus is on the students ability to adapt in the learning environment (Anderson, 2010).</p> <p><b>Network Learning:</b> Knowledge is gained through network connections. Student role is to participate &amp; collaborate online, teachers role is to facilitate, monitor and</p> |  |  |
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|  | <p>that can be gathered, aggregated, synthesized and filtered for instructors, individual learners or groups.</p> <p><b><u>Pedagogy of Nearness</u></b></p> <p>Learning which has the capacity to flow seamlessly between online and face to face contexts (Anderson, 2010, p. 34). An Example is net infused learning.</p> <p>Siemans describes <b>Connectivism</b> as transition thinking about learning and knowledge to one based on connections (Schwier, 2011)</p> <p><b>Equivalency Theory</b> gains empirical support and is regarded as an effective in terms of cost-efficiency and delivery of interventional learning.</p> |  | <p>guide. (Anderson, 2010).</p> <p><b>Pedagogy of Nearness</b> is seen as providing a unique opportunity because the online experience offers advantages that cannot be gained through “unmediated perception” (Anderson, 2010).</p> <p><b>Heutagogy</b> regards the learner as the control agent is his/her own learning and requires educators move beyond the typical instructor/testing model to one that supports the journey and capacity or learners rather than competency. In this arrangement, teachers serve more as facilitators/guides (Anderson, 2010).</p> |  |  |
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|  | <p><b>Presentational View:</b><br/>Focus is on the cognition and the value of discourse and visualizations (i.e., use of multimedia) (Anderson, 2010, p. 26).</p> <p><b>Performance-Tutoring View:</b> Rooted in behavioral psychology. Feedback and reinforcement are regarded as strategies that enable learners to acquire individual competencies (Anderson, 2010).</p> <p><b>Epistemic-Engagement View:</b> Closely aligned with Constructivism. Believed to be a significant driver in the development of educational technology (Anderson, 2010)..</p> <p><b>Complexity Theory:</b> Otherwise known as the “Science of Complexity,” this</p> |  | <p>The functional gaps inherent in Transactional Distance of teacher/learners understanding, communication and geographic distance are being bridged by means of instructional design and facilitated interaction (Bernath &amp; Vidal, 2007, p. 443)</p> <p>The Transactional Distance Theory “develops authority as people find it useful,” which serves as an endorsement of its value in the realm of distance education (Vidal, 2007)..</p> |  |  |
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|  | <p>theory is drawn from the study of evolution and holds that organisms adapt and modify over time to their environments, resulting in complex and unstable systems. This theory has grown in popularity over the past two decades (Anderson, 2010)..</p> <p><b>Net-Aware Theories:</b><br/>States that where distance education is concerned, the internet is (1) a powerful and inexpensive communication platform, (2) the modes by which the internet can be experienced (i.e., one-to-one, one-to-many and many-to-many) provide the flexibility that most benefit distance learners, and (3) because of its accessibility, the internet is an empowering vehicle for</p> |  |  |  |  |
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|  | those with hearing, movement and/or visual impairments (Anderson, 2010). |  |  |  |  |
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