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KEY=TEACHER - BOWERS HOLMES

Distance Education for Teacher Training

Routledge **First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.**

Teaching and Learning at a Distance

Foundations of Distance Education 7th Edition

IAP **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.**

Teacher Education Through Open and Distance Learning

World review of distance education and open learning

Routledge **How can open and distance learning and information and communications technology (ICT) provide us with more - and better - teachers? Open and distance learning is increasingly used in teacher education in developing and developed countries. It has the potential to strengthen and expand the teaching profession of the twenty-first century and to help achieve the target of education for all by 2015. Teacher Education Through Open and Distance Learning examines the case for using open and distance learning and ICT to train our educators. It describes and analyses the ways in which these methods and technologies are used for: *initial teacher training and continuing professional development *training principals and school managers *training those who provide non-formal adult and community education *communities of practice and sharing of knowledge and ideas within the teaching profession It also discusses the policy-making, management, technology, costing, evaluation and quality assurance aspects of this work. The contributors are outstanding practitioners in the field. The first review in over a decade, Teacher Education Through Open and Distance Learning draws on wide-ranging and international experience to summarise the strengths and weaknesses of new approaches to the education of teachers. It offers invaluable guidance to policymakers, planners, headteachers and teachers.**

Teaching and Learning at a Distance

Foundations of Distance Education, 6th Edition

IAP **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.**

Teaching and Learning at a Distance

Foundations of Distance Education

Distance Learning for Teacher Education: Current status, programmes and practices

The Cost-effectiveness of Distance Education for Teacher Training

Distance Education

An Economic and Educational Assessment of Its Potential for Africa

Distance education includes the use of correspondence courses, the work of open universities, and education in-school and out-of-school based on broadcasting by radio or television. It is defined as an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner. Within Africa, it has been used for teacher training, and for primary, secondary and tertiary education. Many African countries have been offering in-service training to teachers using correspondence courses. In primary education, the most important application of distance-teaching techniques has been in interactive radio, where radio is used for direct classroom teaching. At both secondary and tertiary level, "equivalence" courses have been developed offering an alternative route to formal qualifications for students outside school or college. Cost data are presented on all these applications, showing a reduction in costs at all levels. It is argued that distance education's potential to increase access to education and reduce costs justifies further investment along with other strategies for education in Africa.

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications

Concepts, Methodologies, Tools, and Applications

<u>IGI Global</u> **Regardless of the field or discipline, technology is rapidly advancing, and individuals are faced with the challenge of adapting to these new innovations. To remain up-to-date on the current practices, teachers and administrators alike must constantly stay informed of the latest advances in their fields. Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications contains a compendium of the latest academic material on the methods, skills, and techniques that are essential to lifelong learning and professional advancement. Including innovative studies on teaching quality, pre-service teacher preparation, and faculty enrichment, this multi-volume book is an ideal source for academics, professionals, students, practitioners, and researchers.**

Distance Education for Primary School Teachers

Papers and Proceedings of the Regional Seminar on Distance Education

International Guidelines on Open and Distance Teacher Education

<u>Discovery Publishing House</u> **Contents: What is Wrong with Teacher Education?, Is Distance Education Relevant?, What Has It Been Used for?, How is It Planned And Managed?, What Technologies Can We Use?, How Can You Fund It?, How Do Teachers Learn Practical Skills?, How Can We Assess It?**

Distance Education

What Works Well

<u>Routledge</u> **Don't start from scratch! Learn what works—and what doesn't—in providing education to off-campus students! This unique compilation presents practical advice on how to set up distance learning programs that effectively serve the needs of students who don't have access to the campus. The book examines issues surrounding development, implementation, teacher training, time management, and other important aspects of distance education. Distance Education: What Works Well brings you lessons garnered from real-life experiences at several institutions to help you explore the pros and cons of distance education—and what it takes to implement a distance program that really works. In the first half of Distance Education: What Works Well you'll examine: the development of a digital high school—from the early stages through "rookie camp" experiences practical recommendations on how to design successful online high school programs what has worked well—and what has not—in terms of distance education in the rural K-12 environment the successful and not-so-successful aspects of an innovative distance education project that encourages collaboration between high schools and middle schools The second half of this informative book presents practical advice to help you set up distance learning programs that make the most of available technology. You'll learn: how to train faculty to effectively use distance education techniques the importance of student-teacher and student-student interaction in a distance education setting—and how to build active online communities that keep students and faculty in touch the roles and functions of moderators in online education—and the skills they need to be effective six effective tactics designed to optimize online time how to decide whether distance education is the right choice for you**

Course Delivery Methods and Perceptions of Self-efficacy of Pre-service Teachers

Conflicting research results regarding outcomes for distance versus face-to-face course delivery methods, as well as a lack of that research, presents a need for further research into distance education. This mixed methods study adds to the existing literature on distance education, and will provide specific research exploring pre-service teachers' perceptions of their self efficacy in the context of teacher education. This study is descriptive in nature, and has a dual purpose: to add to the existing knowledge base regarding distance education models and traditional face-to-face delivery models in teacher education, and to inform program designers about the impact of these types of delivery models on pre-service teachers' perceptions of personal self efficacy. It is the intent of this research to give voice to teacher education students directly related to their experiences, and to contribute to the discourse on distance education, especially in the context of teacher education programs. This study addresses three research questions: what are the perceptions of pre-service teachers regarding their sense of self-efficacy in the context of field experiences?; what are the similarities and dissimilarities in pre-service teachers' perceptions of self-efficacy as a result of face-to-face delivery methods versus on-line delivery methods? ; and what are the perceptions of faculty regarding the effectiveness of on-line versus face-to-face delivery methods in developing self-efficacy in pre-service teachers?

Distance Teaching For Higher and Adult Education

<u>Routledge</u> Originally published in 1981 this volume provides a detailed analysis of the factors - strategic, pedagogic, operational, organisational and financial -which should be taken into account in the planning and running of large-scale, centralised distance education systems at the higher education level. The book uses evidence drawn from Open University type institutions in Canada, Costa Rica, Germany, Iran, Israel, Pakistan, Spain, Sri Lanka, Venezuela and the UK.

Distance Education for Teacher Training

<u>Routledge</u> First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Distance Training

Taking Stock at a Time of Change

<u>Routledge</u> Despite the massive potential of distance learning on the internet, the field of distance training is little known or understood. This guide addresses this knowledge gap and: *presents research into four models of distance education, into which it is claimed nearly all provision world-wide falls *provides a global overview of distance education and training *examines case studies of distance education establishments providing insight into their structure and advantages *challenges the premise that distance training lacks academic exellence and status *appraises the role of distance education as a tool for employers to provide more effective and efficient training for employees. Born in the nineteenth century, distance training came of age in the twentieth century. Desmond Keegan presents an overview of distance training from its inception and looks forward to the innovations of the future.

Distance Education and the Training of Primary School Teachers in Tanzania

<u>Almqvist & Wiksell International</u>

Teacher Education Programmes Through Distance Education

<u>Deep and Deep Publications</u>

Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation

Innovations in Teacher Preparation

<u>IGI Global</u> While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.

Strategies for Sustainable Open and Distance Learning

World Review of Distance Education and Open Learning:

<u>Routledge</u> Adaptability and the ability to handle rapid and ongoing change are essential for successfully managing any modern educational enterprise, and open and distance learning is no exception. In an often over-looked field, this volume examines the nature of sustainability in open and distance learning using case material from a wide range of current educational contexts worldwide. The books themes include: reflection and analysis of the management of change collaboration staff development quality assurance and funding in an increasingly globalized environment. This book also reassesses the core processes involved in course development, delivery, and student support, in a world that is both linked and divided by access to the latest technologies. In a rapidly changing world, this book shows how the path from policy to sustainable practice is rarely easy. However, through consistent attention and commitment to meeting the needs of learners, sustainability can be achieved.

Faculty Attitudes and Perceptions of the Effectiveness of Traditional Versus Distance Course Delivery Methods in Pre-service

Business Education Programs

The question of whether particular aspects of pre-service business education programs can be effectively delivered using traditional and distance methods of course delivery was examined by investigating faculty attitudes and perceptions. The faculty members selected for this study was the entire population of faculty that have registered programs at their institutions with the National Association for Business Teacher Education (NABTE), which is a branch of the National Business Education Association (NBEA). This research study was a quantitative, survey design using a questionnaire that was developed to measure the degree to which faculty perceive the effectiveness of traditional and distance courses delivery methods when educating pre-service business education students. Prior to distribution of the questionnaire, a pilot study was conducted to ensure internal validity and instrument reliability. The following research questions guided this study: When teaching pre-service business education curriculum using traditional and distance course delivery methods, how effectively do faculty feel that ... (a) students can be taught the skills necessary for them to demonstrate proficiency of the key points of the ten national business standards? (b) commonly practiced assessment techniques can be implemented to measure student proficiency in the pre-service business teacher education curriculum? and (c) each of the eight courses commonly found in the pre-service business teacher education curriculum are able to be delivered? The purpose of this study is to investigate faculty attitudes and perceptions of how course delivery methods (traditional and distance) can help to effectively prepare qualified teachers in pre-service business education programs. The overarching, conceptual framework of this study is based on the theoretical underpinnings originated by Ajzen and Fishbein called the theory of reasoned action (1975; 1980), which later was refined and renamed as the theory of planned behavior (1988). Ajzen and Fishbein's theory asserts that a person who believes that performing a behavior will lead to positive outcomes will hold a favorable attitude toward performing that behavior, while a person who believes that performing a behavior will lead to negative outcomes will hold an unfavorable attitude. It is believed that this study is grounded in this theory, which helps to explain and understand why some faculty members may or may not accept or adopt teaching a distance course, especially if they have a choice. After analyzing the findings, it was undoubtedly discovered that the faculty perceive traditional courses as the most effective method of course delivery for all questions asked. Further, it was interesting to discover that although the faculty agreed strongly that traditional course methods were most effective, they also indicated that almost all of the key points of the standards, implementation of assessments, and commonly found courses were able to be delivered through distance course delivery methods. These findings add and contribute to the existing literature and should assist other faculty, chairs of departments, as well as academic affairs administrators (i.e. deans and provosts) when making decisions whether particular courses should be taught traditionally or through distance, as well as understanding how other faculty feel when considering the delivery and implementation of commonly practiced assessments and key points of teacher education standards through these two methods of course delivery.

Current Studies in Pre-service Teacher Education

Cambridge Scholars Publishing In recent decades, learning another language and educating people with appropriate skills that address the requirements of the modern world have become significant issues. Today, around two billion people learn and use English to some extent, and this number is expected to rise. In the same vein, recent rapid technological advancements have made it mandatory to adjust the education system to the requirements of this era. Currently, in the field of pre-service education, various new approaches are being applied. This book will provide the reader with the chance to read about and understand contemporary topics, approaches and methodologies in education in various fields. In this sense, it will be an essential resource for undergraduate, graduate and PhD students and researchers wishing to learn about the recent developments in pre-service teacher education.

A Study of In-service Distance Education for Secondary School Teachers in Uganda

Developing a Framework for Quality Teacher Education Programmes

This study focused on examining distance education In-Service Teacher Education (INSET) programmes for the education of secondary school teachers in Uganda. The study traced the historical development of distance education, explored some of the theories underpinning it and related these to distance education in Uganda. In addition the study explored INSET programmes provided in Uganda through Distance Education since 1990. The study then focused on Makerere University's Bachelor of Education (B. Ed) (External) Programme. This study explored issues related to the viability of distance education to meet the increasing demands of education in Uganda, factors impacting this growth, strengths and weaknesses of the teacher education programmes that have been run in the country since 1990 especially the B. Ed (External) programme and the possibility of integrating Information Communication Technologies (ICTs) in these programmes. To gather the relevant data, two instruments were used: questionnaires for students of B. Ed and Bachelor of Science (External), prospective students, tutors, managers and administrators of the B. Ed (External): an interview schedule for policy makers at the Ministry of Education and Sports, District Education offices, National Teachers' Colleges and Primary Teachers' Colleges. A total of 305 respondents participated in this study and they were drawn from different districts - Soroti, Tororo, Masindi, Mbarara, Kampala, Entebbe, Wakiso, and Mpigi - in the country. The data gathered was then analysed using descriptive and inferential statistics: and presented descriptively, in tables and graphs. The study established that distance education has a huge potential in Uganda but there are a number of factors that may be limiting the full realisation of this potential especially with regard to the running of science-oriented courses and with regard to meeting the practical demands of teacher education. However, with careful planning of the programmes, it is possible to effectively and efficiently provide any course. The study revealed a number of strengths and weaknesses in INSET programmes that have been run by distance education, and in the B. Ed (External) in particular. The specific areas included content, practical work: management and administration: study materials development and provision: student support: assessment and examination: and integration of ICTs in these programmes. To make these programmes much more effective and efficient, the study identified some strategies that could be used. Of particular note is the need to decentralise services and to put in place quality assurance mechanisms. Also, since ICTs occupy a central role in distance education programmes, the study explored the different ICTs that the B. Ed (External) stakeholders have access to, strategies of financing and making this technology more accessible, reasons for choosing a particular technology and the prerequisites that must be put in place for these to work. Furthermore, the study revealed that, in Uganda, access to the ICTs, is still a huge problem to students and staff of the B. Ed (External) programme. Personal ownership of the video, TV, computer and Internet is limited. Alternative ways especially collaborative ventures, and use of centres should therefore be utilised much more. Finally, a Framework for High Quality INSET Distance Education for Secondary School Teachers in Uganda was suggested. Makerere University can use this framework as the beginning of a restructuring and reorganisation process so as to ensure the B. Ed (External) achieves its objectives and produces high quality teachers.

Distance Education in Anglophone Africa

Experience with Secondary Education and Teacher Training

World Bank Publications

Teachers in Anglophone Africa

Issues in Teacher Supply, Training, and Management

World Bank Publications Teachers are at the heart of good education, and good teacher policies are essential to ensure adequate supply, deployment and management of teachers. Enrollment in primary education has grown rapidly in Sub-Saharan Africa. Yet teacher policy in the region has oft en evolved without clear planning; in the absence of an overall strategy, countries have experienced serious problems with teacher supply and deployment, as well as with the quality of teaching. Based on case studies of education systems and practices in eight English-speaking African countries, 'Teachers in Anglophone Africa: Issues in Teacher Supply, Training, and Management' closely examines issues of teacher supply, deployment, management and finance. The book suggests that these issues are

closely interrelated. Low numbers of qualified teaching graduates may result in teacher shortages; these shortages may make it difficult to deploy teachers effectively. Problems with teacher deployment may result in inefficient utilization of the teachers available, and those teachers' effectiveness may be further reduced by weak teacher management and support systems. The book identifies policies and practices that are working on the ground, noting their potential pitfalls and pointing out that policies designed to address one problem may make another problem worse. 'Teachers in Anglophone Africa: Issues in Teacher Supply, Training, and Management' offers a useful synthesis of the issues and draws together a series of promising practices, which can serve as positive suggestions for countries seeking to improve their teacher policies. The book should be of great assistance to education ministries and their development partners throughout the region as they address the challenges of the next phases of expansion in education.'

Distance Education

A Systems View

The only comprehensive and current book on the subject of distance education, this book utilizes a systems approach to organize and justify material and includes information on the fundamental issues of distance education as well as the theory, research, and practice.

Handbook of Research on Humanizing the Distance Learning Experience

IGI Global **Distance learning is becoming increasingly prevalent in educational settings around the world as it provides more flexibility and access to classes for students and educators alike. While online classrooms are proving to be popular, there is a significant gap in the personalization and humanization of these courses. The Handbook of Research on Humanizing the Distance Learning Experience features empirical research on promoting the personalization of online learning courses through presence, emotionality, and interactivity within digital classrooms. Highlighting best practices and evaluating student perceptions on distance learning, this handbook will appeal to researchers, educators, course designers, professionals, and administrators.**

Using Technology in Human Services Education

Going the Distance

Routledge **Make the most of what today's technology has to offer in human services education! Distance education presents special challenges to social work education. Using Technology in Human Services Education: Going the Distance provides case studies and practical research on making the best use of this powerful new tool for teaching. Designed for both practitioners and educators, this fascinating book examines the use of technology in education and practice in the field of social work and other human services. Because setting up distance-learning programs can be expensive, Using Technology in Human Services Education suggests ways to reduce the impact on the budget, including setting up a consortium to merge resources with other schools. It also shows how to integrate traditional instructional approaches with the new technologies, how to make use of email and electronic discussion groups, and how to use the Internet to hone practice-related skills. In addition, it covers the current status of the technology itself. Using Technology in Human Services Education: Going the Distance explores ways to maximize the potential of distance education, such as: a framework for designing distance education courses that fully utilize the unique environments these courses offer a discussion of the impact of technological tools in teaching specific course content ways that SACs (Site Advisory Committees) can increase students' socialization into their new professions ways that students need to be supported in order to feel a connection to a distance-learning program the use of GIS (Geographic Information Systems) to help meet and identify the information needs of a field placement agency Using Technology in Human Services Education offers creative approaches and practical advice for making the best use of the technology. Whatever your level of computer skill, from novice to hacker, this book will give you ideas you can use. No individual or institution interested in maintaining top quality in human services education should be without this book!**

Distance Education

New Perspectives

Psychology Press **Essential reading for all involved in distance education, this book provides a comprehensive survey of the theory behind this special mode of teaching and learning, alongside international case studies of distacne education in practice.**

Encyclopedia of Distance Learning, Second Edition

IGI Global **Offers comprehensive coverage of the issues, concepts, trends, and technologies of distance learning.**

Distance Education: New Perspectives

Routledge **Although distance education has developed rapidly over the past decade, writing on the subject is still scattered over a diverse range of often inaccessible sources. This book brings together a selection of the best writing on distance education in recent years, and is an essential reference for all who work in the field.**

Distance Education

What Works Well

Routledge **Don't start from scratch! Learn what works—and what doesn't—in providing education to off-campus students! This unique compilation presents practical advice on how to set up distance learning programs that effectively serve the needs of students who don't have access to the campus. The book examines issues surrounding development, implementation, teacher training, time management, and other important aspects of distance education. Distance Education: What Works Well brings you lessons garnered from real-life experiences at several institutions to help you explore the pros and cons of distance education—and what it takes to implement a distance program that really works. In the first half of Distance Education: What Works Well you'll examine: the development of a digital high school—from the early stages through "rookie camp" experiences practical recommendations on how to design successful online high school programs what has worked well—and what has not—in terms of distance education in the rural K-12 environment the successful and not-so-successful aspects of an innovative distance education project that encourages collaboration between high schools and middle schools The second half of this informative book presents practical advice to help you set up distance learning programs that make the most of available technology. You'll learn: how to train faculty to effectively use distance education techniques the importance of student-teacher and student-student interaction in a distance education setting—and how to build active online**

communities that keep students and faculty in touch the roles and functions of moderators in online education—and the skills they need to be effective six effective tactics designed to optimize online time how to decide whether distance education is the right choice for you

Quality of Human Resources: Education - Volume II

<u>EOLSS Publications</u> **Quality of Human Resources: Education is a component of Encyclopedia of Human Resources Policy, Development and Management which is part of the global Encyclopedia of Life Support Systems (EOLSS), an integrated compendium of twenty one Encyclopedias. The Theme is organized into five different topics which represent the main scientific areas of the theme: Foundations of Educational Systems; Knowledge for Education; Structural Foundations of Educational Systems; Educational Systems: Case Studies and Educational Indices; Education for Sustainable Development. Each of these consists of a topic chapter emphasizing the general aspects and various subject articles explaining the back ground, theory and practice of a specific type of education which is a very important factor in human development and awareness for achieving global sustainable development. These three volumes are aimed at the following five major target audiences: University and College Students, Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers, and Decision Makers and NGOs.**

Professional Development of Mathematics Teachers

An Asian Perspective

<u>Springer</u> **This book offers a counterpart to the extensive corpus of literature available on the same topic from a Western perspective. It showcases innovative approaches to professional development of mathematics teachers in Asian countries, and reports on both empirical and expository studies of teachers' professional development in these counties. It provides scholars from non-English-speaking and under-represented Asian countries the opportunity to engage in discourse with other scholars in the field, and is the first book to present substantial contributions from scholars in Asia on the professional development of mathematics teachers in their respective countries. It includes perspectives that shed valuable light on how the approaches pursued in Asian countries resemble or differ from those in the West.**

Distance Teaching for the Third World

The Lion and the Clockwork Mouse

<u>Routledge</u> **This reissue, first published in 1980, is based on the experiences of the International Extension College in developing distance teaching. The volume begins by reviewing the world problems of educational quality and quantity, and then examines the ways in which print, broadcasts and group study have been used to train teachers, to improve classroom education, to teach by correspondence out of school, and to support rural development. It then considers how that experience can be used, perhaps by creating a network of radio colleges, to supplement and extend existing schools and colleges. Finally, the book includes a descriptive and annotated bibliography of over 100 distance teaching projects in 65 third world countries.**

The Planning and Management of Distance Education

<u>Routledge</u> **Originally published in 1986, The Planning and Management of Distance Education examines the problems faced by those who are setting up and managing distance education systems of various kinds. The book begins by considering definitions of distance education and various models which can be used to describe and understand distance education systems. The second chapter considers various general education models and relates these to distance education. The concepts introduced in the first two chapters form a background to the rest of the book. The next section looks at the aspirations of those setting up distance education systems, the economics and costs of such systems, and the process of planning a distance education system from scratch (chapters 3-5). Chapters 6-11 consider aspects of planning and management – organisation, staffing, planning, budgeting, the management of the academic processes related to materials development and the provision of local student services, production management (the management of materials production and distribution), operations management (the management of the delivery of student services) – and the impact of new technology on production and operations management, and finally, evaluation. The short concluding chapter draws together some of the themes running through the book.**

Handbook of Research on Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology

Communication, Pedagogy, and Technology

<u>IGI Global</u> **With the rise of distance education in the post-modern world, progressive research on the best methods, tools, and technologies in the field is necessary to continue to take advantage of the pedagogical opportunities and improvements offered through remote learning platforms. The Handbook of Research on Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology focuses on the latest innovations and technological developments surrounding distance learning, instructional design, and computer-mediated communication in educational settings. This comprehensive research work will be of use to teachers, academicians, IT developers, upper-level students, and school administrators interested in the latest trends in online learning.**

Distance Teaching in Education and Training in the RSA

Report of the Work Committee : the Role of Distance Teaching in Providing Formal, Non-formal, and Informal Education in the RSA of the HSRC Education Research Programme

<u>Human Sciences Research</u> **This study investigates ways in which distance education could make a greater contribution toward solving the education problems in the Republic of South Africa. The nature of distance education and the types of distance education institutions are examined, and typical characteristics of distance teaching as compared with contact teaching are also considered from an institutional point of view. Seven South African learning needs which may be addressed by distance education are identified: (1) general literacy; (2) language training; (3) conceptual development (compensatory teaching); (4) inservice teacher training; (5) adult education beyond literacy; (6) training of industry trainers; and (7) common occupational and general life skills in the work situation. Particular attention is given to the educational needs of the black and colored populations of South Africa. In addition, the existing distance education infrastructure in South Africa is described. Ten specific recommendations are made, some in relation to the specific areas of**

learning, and some with regard to the standing and practice of distance education in South Africa. The text is supplemented by 14 tables and three diagrams, and nine appendices provide further details on the issues raised in the text. (40 references) (Author/EW)

Teacher Education

Dilemmas and Prospects

Psychology Press **This text examines four key areas of teacher education. These are: theories, models and ideologies of teacher education; the control of teacher education by the state, and the role of schools and HE; cultural perspectives and the education of teachers; and continuities in teacher education.**

International Handbook of Education for the Changing World of Work

Bridging Academic and Vocational Learning

Springer Science & Business Media **This six-volume handbook covers the latest practice in technical and vocational education and training (TVET). It presents TVET models from all over the world, reflections on the best and most innovative practice, and dozens of telling case studies. The handbook presents the work of established as well as the most promising young researchers and features unrivalled coverage of developments in research, policy and practice in TVET.**