

Distance Education for adult

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Abstract: Distance education is education designed for learners who live at a distance from the teaching institution or education provider. It is the enrollment and study with an educational institution that provides organized, formal learning opportunities for students. Presented in a sequential and logical order, the instruction is offered wholly or primarily by distance study, through virtually any media. Historically, its predominant medium of instruction has been printed materials, although non-print media is becoming more and more popular. It may also incorporate or make use of videotapes, CD or DVD ROM's, audio recordings, facsimiles, telephone communications, and the Internet through e-mail and Web-based delivery systems. When each lesson or segment is completed, the student makes available to the school the assigned work for correction, grading, comment, and subject matter guidance by qualified instructors. Corrected assignments are returned to the student. This exchange fosters a personalized student-instructor relationship, which is the hallmark of distance education instruction. Historically, most distance education courses were vocational in nature, but today courses are offered for academic, professional, and avocational purposes for students of all ages. There are numerous specialized programs, such as those for blind persons and for parents of small children with hearing impairments.

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Introduction:

Distance education in America and for the first time at the University of Illinois Veslin was implemented in 1874. In 1900, university education through correspondence, face became more public. National Association of Home Education in 1926 and led the establishment of distance education and related programs in universities and schools, and more important aspect to find drivers. Education in 1920 invented the radio and TV appearance in 1940 led to important new techniques in communications that the nature of the field of distance education also created dramatic changes.

. Trainers using these new technologies were successful educational programs to millions seek learning opportunities and thereby reach out to the educational spaces, training centers to expand. With the development of long-distance telephone system in the early twentieth century method of capacity and distance learning methods for students to access educational opportunities in the world increased Translation. But until the invention of mobile tele conference ever in the 80 and 90 and the main role in the concept of distance education did not play. Telemetry system, allowing for teachers conference provided that without the slightest delay at a time when your students can listen to them talk and sometimes they see.

Expansion of computer networks in the decade 1990 and connect millions of people through lines to the telephone networks made it possible to simply

distance learning via computers and computer conferences around the world is possible (a) and Today with the development of control technology in science and technology around the world are.

Distance education is available in practically any field, from accounting to zoology. Courses are offered in gemology, high school diploma, journalism, locksmithing, child day care management, yacht design, and many fascinating subjects. Distance education courses also vary greatly in scope, level, and length. Some have a few assignments and require only a few months to complete, while others have a hundred or more lesson assignments requiring three or four years of conscientious study.

Since 1890, more than 130 million Americans have studied at DETC member institutions, including Franklin D. Roosevelt, Walter P. Chrysler, Walter Cronkite, Barry Goldwater, Charles Schulz, and many other distinguished alumni of DETC members. Unlike most distance education courses offered by traditional colleges and universities that are semester and classroom oriented, with courses offered by most of the DETC-accredited institutions you can study any time and anywhere. Distance education is especially suited for busy people who wish to increase their knowledge and skills without giving up their jobs, leaving home, or losing income. You learn while you earn. Many courses provide complete vocational training; others prepare you for upgrading in your present job, without losing wages, experience or

seniority. You receive individual attention, and you work at your own pace.

In recent years, technology has played a significant role in transforming the traditional distance education school into a dynamic, interactive distance learning method using toll-free telephone lines, as well as a diverse array of personal computers, video devices, CD and DVD ROMs, online courses over the Internet, interactive devices, and other modern technological innovations. The future for distance study promises to be exciting.

Distance education is education designed for learners who live at a distance from the teaching institution or education provider. It is the enrollment and study with an educational institution that provides organized, formal learning opportunities for students. Presented in a sequential and logical order, the instruction is offered wholly or primarily by distance study, through virtually any media. Historically, its predominant medium of instruction has been printed materials, although non-print media is becoming more and more popular. It may also incorporate or make use of videotapes, CD or DVD ROM's, audio recordings, facsimiles, telephone communications, and the Internet through e-mail and Web-based delivery systems. When each lesson or segment is completed, the student makes available to the school the assigned work for correction, grading, comment, and subject matter guidance by qualified instructors. Corrected assignments are returned to the student. This exchange fosters a personalized student-instructor relationship, which is the hallmark of distance education instruction.

Educational methods in distance learning:

Today, under the new system replaced the traditional systems of learning and learning week (ie tutoring methods, lectures) are:

- **Multimedia courses:**

These courses and widely used elements of image, communication, graphics and simulated components, animation and communication elements for guidance and tips, and talk back on course and curriculum issues are held.

- **Enhanced communication mechanisms:**

The mechanism of any texts simultaneously, and asynchronous audio-visual communications to protect you. This case allows students to practice on topics learned will give.

- **Written test:**

thus, question and test via a distributed communication network, are corrected and returned. These exams through video conferencing support and runs.

- **Virtual Seminar:**

thereby different groups of students in different geographical environments linked together makes.

- **Collaborative virtual laboratories:**

the laboratory of the Group's activities are supported. Workshops such as software engineering.

-**Smart academic factors:**

academic factors that inform intelligent, support and guidance students pay.

Remote educational tool:

distance learning tools and supplies various uses. These tools in four main courses are:

A - Audio Tools:

Audio tools include training such as two-way interactive telephone, video conference, shortwave radio and a strain of tools such as audio tape and radio.

B - Image tools:

including slides, films, video tapes and video conferences.

C - Data:

computers as electronic data are sent and received. Because the data word description for a wide range of educational tools is used.

Computer applications for distance education are varied and include the following:

1- Training to Computer Management.

2 - Computer Assisted Instruction.

3 - through PCs.

4 - e-mail, telegraph, computer conference and the World Wide Web simultaneously.

D - Print:

The main element of distance education programs, particularly in the exchange and delivery system information tools are considered.

Key factors in the process of distance education:

the process of remote training, the following factors contribute:

- **Students:**

Regardless of educational content, role and main element in the learning process students are responsible.

- **Coaches and Teachers:**

Success depends on a lot of educational activities the ability, skills and knowledge are the coaches and professors.

- **Facilitators of communication:**

Facilitator bases, as the bridge between students and mentors are. Must base expectations of teachers and educational needs of students and service coordination and communication to create.

- **Support staff:**

One of the important pillars of any development of distance education programs, by development group finds. Operational support staff such as student registration, copy and distribute their resources, order textbooks, security and copyright, and are responsible for the report.

Management:

The group decision makers, builders and judges are considered to be educational and should be considered among the factors above, establish the correct relationship formation.

Types of Distance Education Programs:

There are two types of programs offered by distance education schools: synchronous learning programs and asynchronous learning programs. With synchronous learning, distance education students must log on to the school's website at a set time. Often, they interact with their peers and professors via group chats, web seminars, video conferencing, and phone call-ins. With asynchronous learning, distance education students complete all coursework on their own time. They often learn via assignment sheets, message boards, email, pre-recorded video lectures, mp3s, and traditional mail correspondence.

Distance education began for the delivery of courses to students who live in remote areas. Over the years, though, this form of education has become the preferred method for learning outside of the classroom.

Distance Education is now undertaken by people with busy schedules, hectic lifestyles, special needs, and also those living in isolated areas. What's more, with such flexible learning options you can choose to study at any time and from any location you like.

There are a number of different **forms of distance education** and it's important to know which method you prefer:

- **Correspondence learning:** your course materials are printed and sent out to you by mail/courier. The advantages are that you have a printed set of reference materials, you can study anywhere and you are not reliant on a computer, you can learn for long periods of time.
- **eLearning:** your course materials are provided to you in multimedia format; that is, on CD/DVD. In this way you can choose to take your study materials within you and learn anywhere in the world with just a laptop.
- **Online learning:** no materials are sent to you and you do all your learning online. The limitation is that you need to be logged onto a computer (though you may be able to download and print some of your materials yourself, though this can cost you more in ink), there is a limit to how much you can absorb and do online, and most people's attention span on-screen is limited to 20 minutes (your eyes get tired after that).
- **Broadcast learning:** where you tune into a series of television, radio or Internet broadcasts (e.g. podcast, YouTube, etc.).
- **Teleconferencing:** where your lessons are conducted in real time through an Internet connection.

Limitations are that streaming can be slow, connections can cause problems (students and teachers generally need to be computer literate) and there can be delays in talk-time, depending on software, hardware and connection capabilities.

Conclusion:

Telecommunications systems carry instruction, moving information instead of people. The technology at distant locations are important and affect how interaction takes place, what information resources are used, and how effective the system is likely to be.

Technology transports information, not people. Distances between teachers and students are bridged with an array of familiar technology as well as new information age equipment. What sets today's distance education efforts apart from previous efforts is the possibility of an interactive capacity that provides learner and teacher with needed feedback, including the opportunity to dialogue, clarify, or assess. Advances in digital compression technology may greatly expand the number of channels that can be sent over any transmission medium, doubling or even tripling channel capacity. Technologies for learning at a distance are also enlarging our definition of how students learn, where they learn, and who teaches them. No one technology is best for all situations and applications. Different technologies have different capabilities and limitations, and effective implementation will depend on matching technological capabilities to education needs.

Distance education places students and their instructors in separate locations using some form of technology to communicate and interact. The student may be located in the classroom, home, office or learning center. The instructor may be located in a media classroom, studio, office or home.

The student may receive information via satellite, microwave, or fiber optic cable, television (broadcast, cable or Instructional Television Fixed Services (ITFS), video cassette or disk, telephone - audio conferencing bridge or direct phone line, audio cassette, printed materials - text, study guide, or handout, computer - modem or floppy disk, and compressed video. Recent rapid development of technology has resulted in systems that are powerful, flexible, and increasingly affordable. The base of available information technology resources is increasing with dramatic speed. Much has been learned about connecting various forms of technology into systems, so that the ability to link systems is growing. Most distance learning systems are hybrids, combining several technologies, such as satellite, ITFS, microwave, cable, fiber optic, and computer connections.

Interactivity is accomplished via telephone (one-way video and two-way audio), two-way video or graphics interactivity, two-way computer hookups, two-way audio. Interactivity may be delayed but interaction provided by teacher telephone office hours when students can call or through time with on-site facilitators. Classes with large numbers of students have a limited amount of interactivity. Much of the activity on computer networks is on a delayed basis as well. Possibilities for audio and visual interaction are increasingly wide.

In the earlier days of distance learning, it was most common to see distance learning used for rural students who were at a distance from an educational institution. The student might watch a telecourse on a television stations, read texts, mail in assignments and then travel to the local college to take an exam. This model is still in use, but as the technology has become more sophisticated and the cost of distance learning dropped as equipment prices dropped, the use of distance education has increased.

High front-end costs prevented an early widespread adoption of electronically mediated learning. Distance learning has been aggressively adopted in many areas because it can meet specific educational needs. As the concept of accountability became accepted and laws required certain courses in high school in order for students to be admitted to state colleges, telecommunications was examined as a way to provide student access to the required courses. Many rural school districts could not afford the special teachers to conduct required courses. Distance education met this need by providing courses in schools where teachers were not available or were too costly to provide for a few students. It also fulfilled a need for teacher training and staff development in locations where experts and resources were difficult to obtain. These systems link learner communities with each other and bring a wide array of experts and information to the classroom.

Challenges which faced the early users of distance education are still with us today. If distance education is to play a greater role in improving the quality of education, it will require expanded technology; more linkages between schools, higher education, and the private sector; and more teachers who use technology well. Teachers must be involved in planning the systems, trained to use the tools they provide, and given the flexibility to revise their teaching. Federal and state regulations will need revision to ensure a more flexible and effective use of technology. Connections have been established across geographic, instructional, and institutional boundaries which provide opportunities for collaboration and resource sharing among many groups. In the pooling of students and teachers, distance learning

reconfigures the classroom which no longer is bounded by the physical space of the school, district, state or nation.

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